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ABSTRACT

A project was conducted to interpret existing reviews and syntheses of research in four areas of educational equity--women, minorities, disabled or handicapped learners, and bilingual populations--as they are related to the world of work. The project was designed to put information about the world of work into the hands of those most likely to use that information: secondary school students, teachers, administrators, and the general public. In phase 1, outlines, formats, and sample portions of the products (teacher materials, administrator brochures, and news releases for student newspapers) were developed. Student materials were developed and refined through drafts, rewriting, and reviews. A dissemination plan and a validation plan were prepared. In phase 2, the final products were distributed to 250 high schools and a similar number of local newspaper editors. Then post cards were sent asking for comments, and a selected number of telephone interviews were conducted. The actual use of materials--particularly by student newspapers--appeared to depend upon school priorities and on the amount of materials received. (A list of recommendations for future activities concludes the document. Appended materials include developed materials and a technical report detailing the content development phase of the project.) (CT)

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KNOWLEDGE INTERPRETATION PROJECT

FINAL REPORT

October 1, 1978 - June 30, 1980

Robert D. Bhaerman

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

June 20, 1980

CE 025 322

U.S. DEPARTMENT OF HEALTH,
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

ABSTRACT

A project was conducted to interpret existing reviews and syntheses of research in four areas of educational equity--women, minorities, disabled or handicapped learners, and bilingual populations--as they are related to the world of work. The project was designed to put information about the world of work into the hands of those most likely to use that information: secondary school students, teachers, administrators, and the general public. In phase 1, outlines, formats, and sample portions of the products (teacher materials, administrator brochures, and news releases for student newspapers) were developed. Student materials were developed and refined through drafts, rewriting, and reviews. A dissemination plan and a validation plan were prepared. In phase 2, the final products were distributed to 250 high schools and a similar number of local newspaper editors. Then post cards were sent asking for comments, and a selected number of telephone interviews were conducted. The actual use of materials--particularly by student newspapers--appeared to depend upon school priorities and on the amount of materials received. (A list of recommendations for future activities concludes the document. Appended materials include developed materials and a technical report detailing the content development phase of the project.) (CT)

DESC: *Bilingual Students; *Equal Education; *Disabilities; *Information Dissemination; *Minority Groups; Program Descriptions; *Program Development; Program Evaluation; *Student Publications; Women's Education; *Labor Market; Education Work Relationship

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EXECUTIVE SUMMARY

The Knowledge Interpretation Project, sponsored by the National Institute of Education, interpreted existing reviews and syntheses of research on education and the world of work in four equity areas: women, minorities, disabled or handicapped learners, and bilingual populations. The interpretations of the research were written and formatted for several specific nonresearch audiences -- secondary school students, teachers, and administrators -- as well as the general public. The procedures involved synthesizing the research data, rewriting the findings, designing the various formats, disseminating the products, and assessing the results.

Five major tasks were designed for the content development phase of the project (Phase I). They were as follows: the development of the outline, format, and sample portions of selected products; the actual preparation of the products (a ten-step procedure consisting mainly of reviewing and rewriting); the detailed review of the products by the advisory committee, the National Institute of Education, student editors and consultants, external and internal reviewers, and the readability consultant; preparation of a dissemination plan; and preparation of a validation plan for use by the sponsor, the National Institute of Education.

Three major tasks were designed for the dissemination phase of the project (Phase II). They were as follows: submission of the draft materials to the National Institute of Education and revision as needed; dissemination of the final products to the various target audiences, 250 high schools (including student newspaper editors and advisors, teachers and counselors, and principals) and a similar number of local newspaper editors; and conducting various feedback activities -- sending follow-up post cards to the recipients of the products and conducting a selected number of telephone interviews.

The major observations and conclusions were as follows: (1) The knowledge interpretation process, as developed in this project, is a valuable idea. The approach provides students and educators access to useful information on important social issues. (2) Interest in the topics was high among those interviewed. (3) Use of the information covered a variety of activities. It was used indirectly (as background information) in some cases and directly in other cases. (4) Use of the materials appeared to depend on local concerns. Schools were selective in their use of the materials, depending on the nature of their enrollments. (5) Several local newspaper editors noted that they would have been more inclined to use them if the items had been tailored to the locale. (6) Although there were clear successes in the project, some problem areas have been identified. They included the bulk of the materials and the fact that they were in competition with many other materials received in the high schools; the over-reliance on secondary resource materials (that is, the reviews and syntheses of literature); the internal dissemination of the materials within a school; and the packaging and formatting of some of the materials. (7) The

recipients who were interviewed indicated that the connection with The Ohio State University was highly important to the success of the project. The feedback indicated that the research and development activities provided at the National Center for Research in Vocational Education are a valuable resource for future activity in this area.

The major recommendations for future activities were as follows: (1) The function of interpreting educational research literature and redesigning it for nonresearch audiences should be continued. (2) Since some respondents had difficulty recalling materials received earlier, follow-up telephone calls should be made shortly after materials are sent. (3) Since few local newspaper editors were able to use the materials prepared for them -- unless the component allows for localizing materials -- the use of these newspapers should be reconsidered. (4) Since some schools found the materials to be valuable for individual students, preparing materials directly for student use -- e.g., classroom handouts and career day materials -- also should be considered. (5) The content of the materials should be as up-to-date as possible. Review and synthesis papers, therefore, should not be the only source of data used. Primary sources such as current project reports and reports on program activities also should be utilized. (6) The content should summarize the research base as concisely as possible while avoiding research jargon entirely. The materials also should clarify the purposes, uses, accuracy, and relevancy of the content. Information of both general and specific interest was appreciated and should be continued. (7) The use of unique logos or other design features should make knowledge interpretation products more visible in the midst of the daily pile of mail received by high schools. (8) Several dimensions of formatting should be reconsidered. The style of presentations should match the target audience as closely as possible. (9) Different formats for each target group should be continued and, in fact, should be further refined. (10) It is evident that future activity in this area should involve Youth Communication and the Student Press Service. In the future, the National Center could develop the materials and the student press agencies could play a major role in disseminating them.

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SUMMARY OF PROJECT METHODOLOGY

The Knowledge Interpretation Project interpreted existing reviews and syntheses of research on education and the world of work in four equity areas: women, minorities, disabled or handicapped learners, and bilingual populations. The interpretations of the research were written and formatted for several specific nonresearch audiences -- secondary school students, teachers, and administrators -- as well as the general public. The procedures, described below, involved synthesizing the research data, rewriting the findings, designing the various formats, disseminating the products, and assessing the results.

Five major tasks were called for in the Request for Proposals (RFP) for the contract development phase of the project (Phase I). They were as follows:

- Develop the outline, formats, and sample portions of each product
- Prepare the products
- Review the products
- Prepare a dissemination plan
- Prepare a validation plan

Development of the Outline, Formats, and Sample Portions

Information Analysis Papers of the ERIC Clearinghouse on Adult, Career, and Vocational Education project and the

State-of-the-Art papers in the Knowledge Transformation project of the National Center were reviewed for their research findings. The following documents were initially selected:

Briggs, Norma L. Women and the Skilled Trades. (ED 164 975)

Farmer, Helen S. Counseling Programs and Services for Women in Non-Traditional Occupations. (ED 164 976)

Harmon, Lenore W. The Guidance Needs of Women. (ED 173 539)

Steiger, JoAnn M. and Schlesinger, Sue H. Fostering Sex Fairness in Vocational Education: Strategies for Administrators. (ED 173 537)

Verheyden-Hilliard, Mary Ellen. Professional Development Programs for Sex Equity in Vocational Education. (ED 173 538)

Brolin, Donn E. and Kolstoe, Oliver P. The Career and Vocational Development of Handicapped Learners. (ED 166 419)

Hull, Marc E. Vocational Education for the Handicapped: A Review. (ED 149 188)

Lennon, Thelma C. Guidance Needs of Special Populations. (ED 173 535)

McKinney, Lorella A. and Seay, Donna M. Development of Individualized Education Programs (IEPs) for the Handicappped in Vocational Education. (ED 173 534)

Tindall, Lloyd W. and Gugerty, John J. Least Restrictive Alternative for Handicapped Students. (ED 173 533)

Rios, Edwin T. and Hansen, William E. Career and Vocational Development of Bilingual Students. (ED 164 977)

A search of the ERIC data base was conducted in order to expand the number of documents to be reviewed. Because of the desire to have the data as current as possible, the search did not include documents entered in the data base prior to 1975.

The following ERIC descriptors were used:

Women -- including females, feminism; sex discrimination, sex role, sex stereotypes; women's studies, working women.

Minorities -- including blacks; black achievement, community, culture, employment, role, stereotypes, youth; cultural pluralism; minority group children.

Handicapped -- including exceptional, exceptional children, child research; handicapped children; physically handicapped; special classes.

Bilingual -- including American Indian, languages; bilingualism, bilingual education, schools, students; English (second language); second language, learning.

A total of thirty-nine documents were selected: six on women, twelve on minorities, eleven on handicapped, and ten on bilingual. This research data base was reviewed using specially-prepared worksheets designed to record separately each major finding, conclusion, recommendation, or generalization identified. From the thirty-nine documents, 446 worksheets were prepared: 180 dealing with women, sixty-one dealing with minorities, 139 dealing with handicapped, and sixty-six dealing with bilingual. Project staff analyzed the worksheets in each equity area and sorted them into categories, developing outlines for each area. The staff then drafted several sample paragraphs to determine the appropriate style. The following written guidelines were used: use short phrases, cut out extraneous words, write clearly and concisely, and use unambiguous language.

Preparation of the Products

The procedure for developing and refining the student materials followed this ten-step pattern:

Step 1 - Initial drafting of samples

Step 2 - Internal review of samples

Step 3 - Redrafting of samples

Step 4 - Further development of materials leading to draft #1

Step 5 - Review by Advisory Committee and the National Institute of Education

Step 6 - Rewriting by staff leading to draft #2

Step 7 - Review by Advisory Committee, student editors, and consultants

Step 8 - Rewriting by staff and external consultants (and incorporation of initial suggestions of readability consultant) leading to draft #3

Step 9 - Review by the National Institute of Education, reviewers (Product Review Evaluation process of the National Center for Research in Vocational Education), Advisory Committee, and readability consultant

Step 10 - Rewriting by staff leading to final draft #4

The procedures for the other deliverables--teacher background items, news releases, and brochures for administrators--were similar, although not so complex. Three drafts were written before submission of the final fourth draft to the National Institute of Education on June 30, 1979.

Because the Advisory Committee played such an extensive role in these steps, we shall attempt to summarize that role at this point. An additional section of the Advisory Committee also is included in a following section. The committee, meeting on January 12, 1979, agreed that the student newspapers would in all likelihood utilize only one readability level of the planned inserts. This was the one focused at grade 5, rather than the ones projected for grades 2 and 9. Edgar Dale, professor emeritus at The Ohio State University and one of the developers of the Dale-Chall readability formula, served as readability consultant. Dr. Dale analyzed the materials for the student newspaper inserts and made general recommendations regarding both style and word usuage.

The Advisory Committee also suggested that the translation of the materials into Spanish for teachers was unnecessary. They felt that the Spanish versions were necessary only for those who did not speak English. The translation of the student materials and the news releases for the general public, therefore, were retained. Ms. Angela Labarca, a graduate research assistant in Romance Languages at The Ohio State University and a former associate professor of Scientific English at the University of Chile, completed the translations.

Mr. Craig Trygstad, director of Youth Communication and the Student Press Service and a member of the Advisory Committee was particularly helpful in the writing, editing, and formatting of materials for student newspapers. Mr. Trygstad recommended the following format for the student newspaper inserts: "backgrounders," one or two-page overviews of an issue; short news briefs or newsworthy items; and short, high interest features which focused on future prospects in an area.

Review of the Products

As indicated, the review procedure occurred at various stages -- at steps 2, 5, 7, and 9.

Internal Review (Step 2)

The internal review of the writing sample was conducted by National Center for Research in Vocational Education colleagues: Dr. Joel Magisos, associate director, Information Systems Division, and Dr. Marla Peterson, (former) director of the ERIC Clearinghouse on Adult, Career, and Vocational Education. Their reviews indicated that the products, particularly the student materials, should begin with a "personal" touch, should be written more closely to the reader's perspective, and should not "talk down" to the reader. On the basis of these suggestions, the samples were redrafted and submitted to the National Institute of Education.

Review by the Advisory Committee and the National Institute of Education (Step 5)

Throughout the developmental phase of the project, Advisory Committee comments reflected both substantive and stylistic points. The essence of their initial reviews was that the products, particularly the student materials, should use precise, positive language. The National Institute of Education review indicated that the language was too coloquial, certain words were overused, and that the research base was not evident.

Review and Rewriting by the Advisory Committee, Student Editors, and Consultants (Step 7)

Second drafts were reviewed by the Advisory Committee. Committee members reviewed sections which were most pertinent to their areas of expertise. Work sessions also were conducted in Washington, D.C., with the student editors who produce the monthly Student Press Service, "News Report." A similar work session was held in San Jose, California with Mr. Ed Rios, a member of the Advisory Committee, and several of his colleagues at Educational Factors, Inc. On the basis of these sessions all of the draft materials were rewritten for submission to the National Institute of Education.

Reviews by the National Institute of Education, Reviewers (Product Review Evaluation Process of the National Center), Advisory Committee and Readability Consultant (Step 9)

The following persons served as Product Review Evaluation (PRE) reviewers:

External--

Dr. Bernice Sandler	Director of the Project on the State of Women, Association of American Colleges
Dr. George Kaplan	Coordinator of the Washington Policy Seminar,

	Institute of Educational Leadership
Dr. Don Davies	President of the Institute for Responsive Education. Boston University

Internal from the National Center--

Dr. Ellen Bowers	on women
Ms. Carol Minugh	on minorities
Dr. Dessie Page	on handicapped
Dr. Maria Ibba	on bilingual

In brief, several PRE reviewers felt that the writing needed to be more interesting, while others felt that the strength of the writing was its straightforward and nonpolemical nature. It was felt that local material, both personal and anecdotal, would broaden the appeal of the items.

The essence of the National Institute of Education review was twofold. It was recommended that the revised items reflect literature in the area of experiential education and that the writing itself be made more interesting. It was suggested that the project staff utilize the materials on experiential education being developed at the National Center under Dr. Richard Miguel. Staff responded to these recommendations.

The Advisory Committee review was quite positive. The overall response to the draft item was that it was an improvement over the initial drafts, more interesting to read, and generally well done.

The essence of the readability review was that much of the material was well written, but at a higher level than anticipated. Dr. Dale's review was extremely valuable, for he included an "Edited (Working) Copy" of the student materials which formed the basis of the final draft. (Note: Appendix A includes the material developed for this project.)

Preparation of a Dissemination Plan

Project staff conferred with dissemination consultants at the National Center. As a result, a draft dissemination plan was formulated for the consideration of the Advisory Committee. The major point made at the meeting with the committee was that access to the student newspaper network (the Student Press Service) was critical to the success of the project. Dissemination of other products was closely related to dissemination of the student items. The mailing list of the student newspapers that subscribe to the Student Press Service was acquired; 250 student newspapers were included in dissemination phase of the project.

In summary, the following is a list of audiences and products prepared for dissemination:

English-speaking students - twelve student newspaper inserts

Bilingual Spanish-speaking students - twelve student newspaper inserts - translations of above

Teachers and counselors of students - twelve teacher background items

General public - eight news releases, four in each language

Policymakers, administrators - one in each equity area

Preparation of a Validation Plan

The major advisor for this phase was Dr. N.L. McCaslin, associate director of the Evaluation Division at the National Center. As a result of discussions with Dr. McCaslin, a draft plan was formulated for consideration by the Advisory Committee. The Advisory Committee recommended that the validation be focused on the extent of use of the materials. It was decided that the most efficient validation process involved the evaluation procedures established by the National Center. The National Center has developed a set of guidelines and procedures for conducting a systematic peer review, called the Product Review Evaluation (PRE evaluation). Project staff used these guidelines in the final formative review of the various products. Because the criteria included a number of specific items on the accuracy, relevance, and usefulness of the content, it was recommended that the National Institute of Education validation plan, which was called for in the RFP, incorporate criteria similar to those used by the project staff. The validation plan submitted to the National Institute of Education also included the names of the twelve potential reviewers and a cost estimate. (Note: For a more detailed account of Phase I, the content development phase of this project, see Appendix B, the technical report.)

SUMMARY OF OUTREACH ACTIVITIES

Three major tasks were called for in the RFP for the dissemination phase of the project (Phase II). They were as follows:

- Submit draft copies of the materials to the National Institute of Education and revise as needed.
- Disseminate the final products to the various target audiences.
- Conduct various feedback activities.

Submission of the Draft Copies of the Materials to the National Institute of Education and Revision as Needed

The preliminary drafts were developed, submitted to the funding agency, revised, typed, formatted, and packaged for dissemination. At this point, further input was received from both the National Institute of Education and the Media Services editor of the National Center. As a result, the materials for students were revised one more time before final printing.

The National Institute of Education recommendations dealt with a suggested title change for the materials to reflect the emphasis on educational information relating to the world of work (that is, the job scene) for the various audiences, the use of the National Institute of Education logo on the back of the title page, and editorial changes in the teacher editions, the administrator brochures, and the cover letter for the news releases. The National Center's editor suggested revisions in the consistency of the format. These suggestions from both sources were incorporated into the final camera-ready copies.

Dissemination of the Final Products to the Various Target Audiences

A total of 250 high schools and a similar number of local newspaper editors received the materials. In each high school a "unit" consisting of the principal, the newspaper advisors and editors, a teacher (the social studies chairperson), and guidance counselors were identifed to receive materials. The mailing list of the schools was provided by Youth Communication and the Student Press Service. These schools were subscribers to the Student Press Service, a Washington-based news bureau of student journalists who report on national situations concerning youth. The service publishes a biweekly eight-page issue of news for use by high school editors.

A letter of explanation was sent during October 1979 to the principals of the schools receiving the materials (see Appendix C). It outlined the purposes of the project, briefly described the various materials, and sought the cooperation of the administrators. The letter concluded with the following request: "We believe that you will find these materials interesting and useful. We hope you will assist us in coordinating the dissemination of these items by forwarding them to the appropriate persons: the advisor and editor of the student newspapers (who also will receive the student items) and the classroom teacher and/or counselor who are most directly involved with career education and career guidance." A similar letter of explanation was included with the materials sent to the local newspaper editors in the districts where the high schools are located.

The following list summarizes the distribution by geographic regions (six) and by states (forty-four):

Northeast (34 schools; 13.6 percent of total)

Pennsylvania - 10
New York - 10
Massachusetts - 8
New Jersey - 4
Connecticut - 2

Middle Atlantic (21 schools; 8.4 percent of total)

Maryland - 9
Virginia - 7
West Virginia - 3
Delaware - 1
District of Columbia - 1

Mid-West (84 schools; 33.6 percent of total)

Ohio - 12
Wisconsin - 10
Missouri - 10
Minnesota - 10
Michigan - 10
Indiana - 10
Illinois - 10
Kansas - 8
Iowa - 4

South (30 schools; 12 percent of total)
Florida - 10
Arkansas - 4

Louisiana - 4
Kentucky - 3
North Carolina - 3
South Carolina - 3
Alabama - 1
Georgia - 1
Tennessee - 1

Southwest (43 schools; 17.2 percent of total)

Texas - 12
California - 12
Arizona - 8
Oklahoma - 7
New Mexico - 4

Northwest (38 schools; 15.2 percent of total)

Washington - 10
Oregon - 10
Colorado - 5
Nebraska - 3
Wyoming - 2
Idaho - 2
South Dakota - 2
North Dakota - 1
Nevada - 1
Montana - 1
Hawaii - 1

Appendix D lists the names and locations of the high schools that received the materials.

Feedback Activities

Post cards were designed to elicit comments on the degree to which the various items were used and the willingness of the recipients to receive similar materials in the future (see Appendix E). In addition, in order to obtain a greater degree of insight into the specific uses of the materials, a selected number of telephone interviews were conducted. The following questions served as guidelines for the telephone interviews:

School newspaper advisors were asked the following questions:

. Did you add any of your own materials to the ones we sent you? ______yes ______no)

. What were the major reasons why you used our inserts? e.g.--

- information provided is the kind students need to know
- quality of materials is high
- information is relevant to local problems
- items are easy to read and understand
- style of writing is newsy, attracts readers' attention
- other reasons:

. If you did not use these inserts, what were the major reasons? e.g.--

- information was not the kind students need to know
- items lacked quality
- information was not relevent to local problems
- items were not newsworthy
- local paper lacked space
- time factor, i.e., items were received at an inappropriate time
- other reasons:

High school principals were asked the following questions:

. Were the brochures generally informative?

. Were the brochures helpful for providing information on legislation?

. Were the brochures helpful for understanding the employment problems of youth?

- Which of the four brochures did you find most useful?
- Which did you find least useful?

Teachers and counselors were asked the following questions:

- How did you use the items?
  e.g.--
    - in conjunction with student newspaper inserts
    - by incorporating them into specific units and/or lessons
    - in counseling situations
    - by reporting specific facts to students
    - by seeking out additional resources cited
    - by utilizing some of the specific suggestions and/or research recommendations
    - in the following other ways:
- Were the items appropriate to your program?
- Were the items easily adaptable to classroom use?
- Which information did you find most useful?
- Which information did you find least useful?

Editors of newspapers were asked the following questions:

- What were the major reasons why you used the releases?
  e.g.--
    - timeliness
    - newsworthiness
    - overall quality
    - length/size
    - other reasons:

- If you did not use these items, what were the major reasons? e.g.--
  - lack of quality
  - relevance to local problems
  - not newsworthy
  - lack of space in local paper
  - other reasons:

"REVIEWING THE PAST TO INFORM THE FUTURE"

The initial part of this section has been developed in response to a memorandum of March 4, 1980 ("Reviewing the Past to Inform the Future") from the National Institute of Education. It called for responses to questions dealing with the project time frame, the advisory panel, public awareness techniques, printing of products, and impact and ripple effects. This final section also includes a number of observations and conclusions as well as a series of recommendations for future activity in this area.

Project Time Frame

The RFP allowed nine months for product development and twelve months for dissemination activities. On the basis of staff experience, it is recommended that twelve months be allowed for product development and nine months for dissemination. The lengthy developmental process makes a twelve month time framework more suitable, since it calls for a number of detailed activities: interpreting materials, writing, reviewing, revising, ascertaining readability levels, and translating some items into Spanish. On the other hand, dissemination can be compacted into a nine-month framework if skewed to a school year time frame. The most important consideration in dissemination is that products must be available when target audiences can most use them. Fortunately, that did not prove to be a problem for this project, as the as the materials were available early in the school year.

Advisory Panel

As indicated in the first section above, the Advisory Committee provided excellent commentary on both the development and dissemination of materials. The following is a list of the committee members and their areas of focus:

Mr. Curt Armstrong President, Central Ohio Employability Council Columbus, Ohio	handicapped
Ms. Debbie Baumeister Student, Hilliard High School Columbus, Ohio	format and style
Dr. John Crites Professor of Psychology University of Maryand College Part, Maryland	research interpretation
Dr. Edwin Rios President Educational Factors, Inc. San Jose, California	bilingual
Mr. Craig Trygstad Director Student Press Service (D.C.) and Youth Communication (Chicago)	format, style, dissemination
Ms. Mary Ellen Verheyden-Hilliard President, Verheyden and Associates, Washington, D.C.	women
Dr. Glenn White Assistant Professor of Education Behavioral Studies University of Missouri St. Louis, Missouri	minorities

As noted above, the committee played an extensive role in the development and review of the products. They were specifically, in steps 5, 7, and 9 of Phase I, content development. They provided a very economical way of utilizing the expertise of a widely diverse group, particularly since this project touched upon so many diverse elements, e.g., women and sex equity, minorities, handicapped learners, bilingual students, the interpretation of research, and dissemination. The advisory committee member representing Youth Communication and the Student Press Service provided particular assistance on the format of the products, the necessary style of writing for students, and the addresses of subscribers to the press service.

The project staff strongly recommends continuation of advisory committees for similar projects in the future. On site meetings are extremely valuable, as they proved to be in this project. In addition, conference calls placed as problems arise also are most appropriate. It appears that a committee of between five and seven members is ideal. Again, the diversity of the Knowledge Interpretation Project required identification of a committee representing a range of concerns.

Publicity/Awareness Techniques of the Project

A recognized way of successfully reaching persons who are interested and involved in the content, scope, and procedures of a project is through the publication of articles in newsletters and journals. This was one of the approaches used for this particular project. An item on the Knowledge Interpretation Project appeared in both the "ERIC Clipboard," the newsletter of the Clearinghouse on Adult, Career, and Vocational Education (Winter 1980 series), and the Newsletter of the Career Education/Career Guidance Special Interest Group of the American Educational Research Association (May 1980 issue). In addition, an article on the project will be submitted to The Educational Forum.

Project staff also have submitted a proposal entitled "Knowledge Interpretation Project: A New Concept in Interpreting Research" for consideration at the 1980 American Vocational Education Research Association annual meeting. A similar proposal will be submitted for consideration at the 1981 American Educational Research Association annual meeting. Since a long lead time usually is needed by persons in charge of conference management, this could possibly affect the timeliness and relevance of a proposal. In the case of this project, however, we do not believe it would have a negative effect, since the process of developing and disseminating materials through student newspapers is unique and one which should interest both researchers and practitioners as much in the future as it does now.

Printing of Products

Printing of the products posed no problem in that the materials were duplicated at the National Center. The products, however, will not be offered for cost recovery sale because of their relatively short shelf life. A limited number of copies will be available at the National Center. The products will be entered into the ERIC system. The government restriction on the number of printed copies also did not pose a problem, as the project was able to stay within the limitations imposed by the Government Printing Office. Since no printing arrangements were made with external groups, no problems were encountered in that area.

Impact and Ripple Effects

As noted above, four types of post cards were sent with the materials in order to ascertain the degree to which the various items were used and the willingness of the recipients to receive similar materials in the future. A follow-up letter also was sent to the recipients sent to the recipients approximately six weeks after the initial mailing. As a result of these activities, twenty-four cards were received from high school administrators, twenty-three from high school newspaper advisors and editors, twenty-one from high school teachers and counselors, and eighteen from local newspaper editors. While the response rate was disappointingly low, nearly all of the respondents indicated that they had read the materials and were interested in receiving similar items on a regular basis.

Telephone follow-up calls were made to a selected number of users in each of the audiences. These included calls to both respondents and nonrespondents--that is, those who returned cards and those who did not. Forty calls were made to respondents, twenty to nonrespondents. An important aspect of the telephone survey was that nonresponse was no indicator of non-use of the materials. The impact of the study, therefore, may be much broader than can be discerned. Those contacted by telephone indicated that the materials served to improve their knowledge and awareness of equity issues. The data gathered provided insight into the use of the materials as well as suggestions for future activities.

The sample comments presented below illustrate both the impact or direct use and the "ripple" effect or secondary use of the products. The sample comments from the telephone calls were as follows:

From Student Newpaper Advisors
n= 15 (respondents)
n= 8 (nonrespondents)

- Materials were used in an article on career incentives; approximately 680 students received the newspaper (Westmont, Illinois)
- Materials were used along with Student Press Service items for newspaper for school career day; some materials stimulated the writing of related articles for career day; approximately 1,000 students read articles. (Gahanna, Ohio)
- Experts, specifically those on women and blacks, were used in the student newspaper, of this primarily black school. (Oakland, California)
- Materials were given to students who did one story on equity. (Bloomfield Hills, Michigan)
- Materials were helpful for story ideas; will save them

and go over them again. (Scotch Plains, New Jersey)

- Items most definitely were useful in an educational issue dealing with job descriptions and ERA; still continuing to use items. (Youngstown, Ohio)
- Materials were used by student writers to trigger ideas. (Texarkana, Texas)

From Teachers and Counselors
n= 10 (respondents)
n= 5 (nonrespondents)

- Materials were read for own personal information and future reference; materials were sent to department and will be used in counseling situations as the need arises. Interested in receiving more. Information on the handicapped and women were most useful. (Tucson, Arizona)
- Materials were useful for personal growth; shared items with bilingual teachers for their bilingual program. (Montebellor, California)
- Materials contributed to background of counselors for advising students. (St. Louis, Missouri)
- Materials were distributed in classes prior to talk with students about careers; used as background when counseling women and minority students. (Dallas, Texas)
- Materials were considered useful at the time. (Palatine, Illinois)
- Materials were useful as supportive, background guides for counseling situations. (Cupertino, California)
- Materials were suitable as background; would prefer new ones on teenage pregnancy, drugs, and alcohol. (White Bear Lake, Minnesota)

From High School Principals
n= 12 (respondents)
n= 5 (nonrespondents)

- Ideas were shared with staff after reading materials. Examined school programs (professional staff) in regard to sex and minority equity, i.e., staff composition and salary equity. Found need for change. (Sedan, Kansas)

- Materials were sent to counselors and career education coordinator, who used brochures as reference materials. (Pryor, Oklahoma)

- Brochures were read; felt that the two areas of highest interest were handicapped and women. Strategies were the specific area of greatest importance. (Helena, Montana)

- Materials were sent to those in school who could use them, especially department chairpersons. Materials were useful for an American history class on immigration, minorities, and prejudice. Brochures were a springboard for use in other areas. Most useful were those on women and minorities; least useful were those on handicapped, as they have strong programs in this area already. (Aurora, Colorado)

- Materials were used by staff as background. National news was not as effective as specific information on jobs. (Oregon City, Oregon)

- Materials were distributed among department chairpersons. (Avon, Connecticut)

- Materials were forwarded to administrative staff. (Middletown, Delaware)

- The format, allowing for brief scanning, was attractive. (Frankfort, Kentucky)

From Newspaper Editors
n=3 (respondents)
n=2 (nonrespondents)

- Materials were recalled but were not used; they seemed of excellent quality but were a little too long. One has to fight for space in small newspapers. (Brookings, Oregon)

- Materials were not used. Because newsprint is scarce they do not accept additional news features; this is a universal problem. (Medford, Oregon)

- Materials were only vaguely remembered. (Marion, Indiana)

- Materials were not locally focused, therefore, were not used. (Mansfield, Pennsylvania)

In addition to those comments, many useful ideas were shared which are helpful in assessing this project and planning for the future. The following illustrate several significant comments made by student newspaper advisors and high school principals.

Student Newspaper Advisors

- The information is the kind students need to know; however, the materials must appear specific to the students concerns. Would like to have more since it is nice to have on hand. They can't do the research themselves. (Oakland, California)
- Students often do not realize the implications of materials like these---unless it is pointed out to them. (Bloomfield Hills, Michigan)
- Materials were voluminous; would like to continue receiving items but one at a time. (White Bear Lake, Minnesota)
- There was high interest in the articles on women, although the materials generally were not easily adaptable to the local school situation. (Tamaqua, Pennsylvania)
- Facts provided by Knowledge Interpretation Project were interesting and informative but were not competitive with other news feature priorities. (Arlington Heights, Illinois)
- Student Press Service should be used more widely. (Middletown, Delaware)
- Materials were interesting synopses and handy references. Likes the idea of having facts and figures at hand. (Tuscon, Arizona)

High School Principals

- Information on key legislation was good. Resources were excellent, particularly for advising on careers. Would have been more helpful if material were more relevant to local issues. (Sedan, Kansas)

- Strongly supportive of the idea of tight summaries of research implications for practice. (Maryland Heights, Missouri)
- Materials were not used because high school did not have minorities, blacks, or sex equity problems. (Pryor, Oklahoma)
- Administrative brochures were informative in their own right; receives materials from many sources but still found these informative. (Helena, Montana)
- Materials were easy to read, of good quality, and excellent format. Principals are inundated with materials but the format, which allowed for scanning, attracted him. (Phoenix, Arizona)

Another dimension of the secondary or "ripple" effect is described below. The Youth Communication/Delaware Center has utilized project material on sex equity and has disseminated a supplement it developed to the sex equity coordinators in all the fifty states (see Appendix F). They are planning to do another issue in the fall of 1980 and focus it on males. In a lengthy letter on April 15, 1980, Richard Brooks, director of Youth Communication/Delaware Center, described their activities in detail and presented a number of comments on the Knowledge Interpretation Project. Brooks made these statements:

- As you can guess by the fact that we used some of the material, I think the information was extremely useful and important to get out to students, teachers, etc.--all the target groups. I like the fact that you gave readers little hooks through the headlines, especially the ones that say what you should know and what you can do. That's extremely important, I think.
- The brochure to student editors (yellow paper, cream cover) was loaded with great material, good tips, nice angles, quotable quotes, etc. But I think it also

suffered a bit because of the format....I liked it but had a hard time ferreting out what I wanted to use.

- The only possible weakness in what I have seen may be in the area of tailoring the material a bit more--changing the style of delivery. Other than that, the project has tremendous potential, I think.

- We found the Knowledge Interpretation Project materials extremely insightful and useful as we put together a special supplement to THE EYE magazine regarding sex equity. The supplement itself was met with impressive response by teachers, counselors, business people, and students alike. Many thanks for such terrific research and relevant data.

- The information on sex equity was so useful that we plan to utilize Knowledge Interpretation Project materials for several other stories in the future here at the Youth Communication/Delaware Center. In addition to providing thought-provoking starting points for our student writer/researchers, the Knowledge Interpretation Project inspired a number of heated debates about equal opportunity. That's what I call good response.

In addition, a letter from Craig Trygstad (April 8, 1980), who served on the Advisory Committee, indicated similar impact. His letter is quoted at some length:

- As you know from phone conversations we have had, Youth Communication was pleased to cooperate in the National Center's Knowlege Interpretation Project. I wanted to let you know specifically how the information you published in that project served as a real catalyst for use:

  - THE EYE in our Delaware Center published a four-page supplement on sex equity that circulated to 23,000 teenage and adult readers throughout Delaware;

  - NEW EXPRESSION in Chicago produced a four-page career supplement for 65,000 teen readers that made use of your materials on minorities and sex equity;

  - LA PALOMA, a 10,000 circulation teen paper in Los Angeles, created a special story on the handicapped largely based on research from your report.

- In addition, I wanted you to know about stories written by young people in our Student Press Service. As you know, SPS serves as a news service for high school newspapers around the country (now numbering more than 1,100). Because of the Knowledge Interpretation Project, SPS has written in-depth stories on Sex Equity and Title IX, problems faced by the handicapped in getting solid career information, and difficulties still existing for minorities in making education and career decisions. Though we have not yet prepared a comprehensive readership survey, we know that high school newspapers used our stories on those topics.
- I know I can speak for all of us in Youth Communication when I say that we appreciated the information we got through the Knowledge Interpretation Project. We could not have gotten it easily ourselves. Please know that we are interested in working with you again on similar projects.

Observations and Conclusions

In general, several attitudes were consistently expressed by the student newspaper advisors and editors, the teachers and counselors, and the principals. The materials were generally well received, although use was contingent primarily upon school priorities and on the amount of diverse materials received by the audiences. From the follow-up telephone discussions with school representatives, the following observations and conclusions are drawn:

1. The knowledge interpretation process, as developed in this project, is a valuable idea. The approach provides students and educators with access to useful information on important social issues. Although knowledge interpretation is not unique to this project, the combined content and format have been unique. Busy

educators appreciated the summaries of research implications as time and energy savers. The educators particularly noted that they are interested in interpretations of research by experts at the National Center. Many of the recipients were concerned that the project continue this service. Several thought they would automatically receive more materials in the future.

2. Interest in the topics was high among those interviewed. The quality of the items was regarded as being quite good. The perceived value of particular topics was determined by the problems and priorities of the local schools. Despite interest in the topics, use of the materials was sometimes precluded because of competition for readers' time and attention; both student newspaper editors and principals are overwhelmed with mailings of high volume and quality.

3. Use of the information covered a variety of activities. It was used indirectly (as background information) in some cases and directly in other cases. Several high school newspaper staffers reportedly wrote articles based on the information. Counselors reported use of the items as reading materials, for classes in career education, and for a career day. One principal reported that he applied equity concepts to his own

teaching staff, examining affirmative action issues and finding the need for change.

4. Use of the materials appeared to depend on local concerns. Schools were selective in their use of the materials, depending on the nature of their enrollments. For example, some schools do not have bilingual populations, so those materials were regarded as less important. In general, the Spanish versions did not appear to generate a great deal of interest. The materials on sex equity appeared to generate the most interest. Lack of use appeared to be attributable mainly to packaging and the appropriateness of dissemination channels within the schools.

5. Although the local newspaper editors apparently did not use the materials, several noted that they would have been more inclined to use them if the items had been tailored to the locale.

6. Although there were clear successes in the project, some problem areas have been identified. These are summarized as follows: the disappointingly low number of feedback cards; the bulk of the materials and the fact that they were in competition with many other materials received in the high schools; the lack of use of the materials in the local newspapers; the

over-reliance on secondary resource materials (that is, the reviews and syntheses of literature); the internal dissemination of the materials within a school; and the packaging and formatting of some of the materials. These problems will be addressed in the context of recommended solutions.

7. The recipients who were interviewed indicated that the connection with The Ohio State University was highly important to the success of the project. The feedback indicated that the research and development activities provided at the National Center for Research in Vocational Education are a valuable resource for future activity in this area. Availability of research and development data bases is essential for future development of the knowledge interpretation process as it related to the world of work.

In summary, the documented use of the material suggests that the approach can be a valuable service and source of information for both students and educators.

Recommendations for Future Activities

The following suggestions are intended to serve as guidelines for future activites in this area:

1. The function of interpreting educational research literature and redesigning it for nonresearch audiences should be continued. The practice of

reviewing research and summarizing implications for practitioners was well received. Recipients indicated that their level of awareness on these equity issues was, indeed, raised.

2. Since some respondents had difficulty recalling materials received earlier, follow-up telephone calls should be made shortly after materials are sent. This approach should result in more extensive use of the materials and ensure greater feedback from users.
3. Since few local newspaper editors were able to use the materials prepared for them--unless the component allows for localizing materials--the use of these newspapers should be reconsidered.
4. Since some schools found the materials to be valuable for individual students, preparing materials directly for student use--e.g., classroom handouts and career day materials--also should be considered.
5. The content of the materials should be as up-to-date as possible. Review and synthesis papers, therefore, should not be the only source of data used. Primary sources such as current project reports and reports on program activities also should be utilized. For example, the policy and the research studies at the National Center for Research in Vocational Eduction on such topics as transferable skills should be included

in future knowledge interpretation activities.

6. The content should summarize the research base as concisely as possible while avoiding research jargon entirely. The materials also should clarify the purposes, uses, accuracy, and relevancy of the content. Information of both general and specific interest was appreciated and should be continued. The feedback on project materials consistently supported the value of succinct, straightforward interpretations of the literature.

7. The use of unique logos or other design features should make knowledge interpretation products more visible in the midst of the daily pile of mail received by high schools. As indicated, principals particulary seek an easy way to sort through the bulk of materials they receive.

8. Several dimensions of formatting should be reconsidered. The style of presentations should match the target audience as closely as possible. Despite the value of the content, materials were not always used or emphasized sufficiently by the schools. Therefore, for student newspapers, the Student Press Service approach should be utilized by providing easily edited stories and suggestions for alternative use. The newspaper items should be distinctive,

current, and brief. For teachers, future activities in this area should provide instructor and student materials for classroom use. For counselors, such activities should provide background materials and possible handouts or references for advisees. Rather than making the principal the contact person, other channels for reaching students and staff should be explored. For example, a career education specialist in a local school system should serve as the primary coordinator of knowledge interpretation products in the area of the world of work.

9. Different formats for each target group should be continued and, in fact, should be further refined. Because the understandings and experiences of each audience is different, using the same approach or caliber of information for everyone is not possible. Approaches that give readers a quick way to scan the materials and pick out the parts they wish to use should be considered. Use of lists instead of paragraphs, for example, is appropriate and could be very effective if a uniform set of tips were given each time, e.g., potential angles, possible sources of information, special points to watch, potential problems with the story, and so on. The materials should be free of items that do not have direct

relevance to the reader, including any formalities.

10. It is evident that future activity in this area should involve Youth Communication and the Student Press Service. While other outlets such as EdPress exist, these two are the major ones primarily concerned with students. The dissemination network for teachers would include the National Education Association and the American Federation of Teachers. The network for counselors would include the American Personnel and Guidance Association. The network for administrators would include the National Association of Elementary School Principals and the National Association of Secondary School Principals. However, the dissemination network for high school students should focus on Youth Communication and the Student Press Service. (The latter is now part of Youth Communication.) Both could provide a direct channel of access to student audiences. (Note: Youth Communication has recently informed us that they have developed a contract for services with the Office of Adolescent Pregnancy Programs based upon the model established in the Knowledge Interpretation Project.)

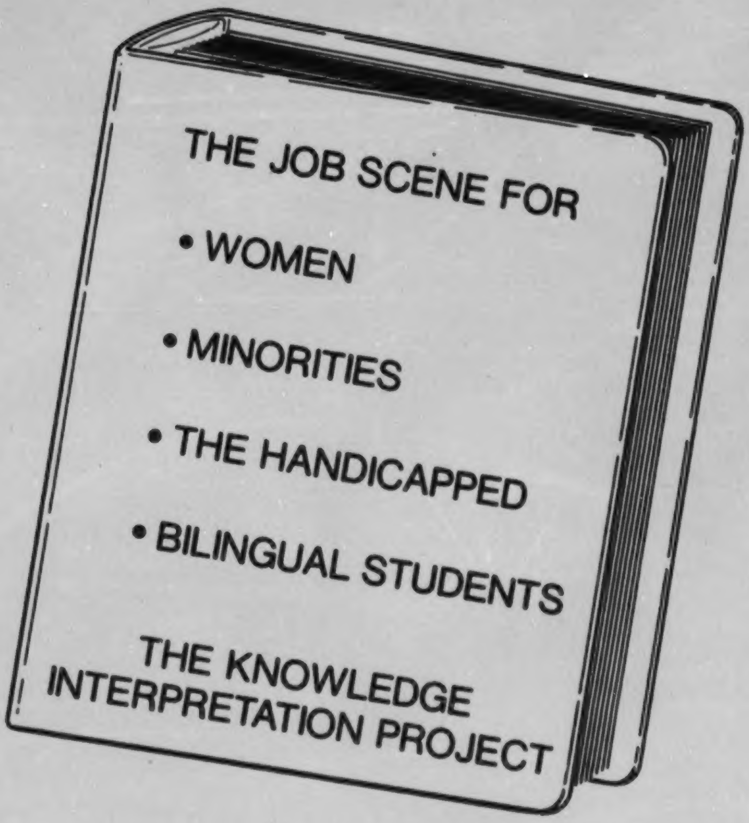
In the future, the National Center could develop the materials and the student press agencies could play a major role in disseminating them. The National Center would provide the resources and items related to the world of work for the newspaper supplements; the two student press agencies would determine through periodic needs assessments what the specific topics should be.

The National Center, in essence, would operate a "research press service" to complement Youth Communication and the Student Press Service. The relationship between these groups has been established already. The next steps must involve further refinement, development, and implementation of the process.

APPENDIXES

Appendix A

INTERPRETATIONS OF EDUCATIONAL RESEARCH


THE JOB SCENE FOR
• WOMEN
• MINORITIES
• THE HANDICAPPED
• BILINGUAL STUDENTS
THE KNOWLEDGE INTERPRETATION PROJECT

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD • COLUMBUS, OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

INTERPRETATIONS OF EDUCATIONAL RESEARCH FOR WOMEN, MINORITIES, THE HANDICAPPED, AND BILINGUAL STUDENTS:
THE KNOWLEDGE INTERPRETATION PROJECT

Robert D. Bhaerman
Project Director

The National Center for Research in Vocational Education
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1979

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Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance." The Knowledge Interpretation Project, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must comply with these laws.

FOREWORD

KNOWLEDGE INTERPRETATION PROJECT

The Knowledge Interpretation Project, as noted in the abstract, seeks to provide information about four areas of educational equity--women, minorities, handicapped, bilingual--as they relate to the world of work. We feel that the project is unique because it addresses a wide audience including secondary school students, teachers and counselors, school administrators, and adults/the general public. It is unique, too, because it includes a Spanish version of a portion of the materials as a means of reaching bilingual audiences. It is our hope that these various audiences will have useful information to which they can respond directly and upon which they can act meaningfully.

The profession is indebted to Robert Bhaerman and Carol Kowle, the project staff, for their diligence in the preparation of these materials. Recognition is due also to a number of reviewers and advisory committee members who were extremely supportive in helping the staff develop the products. The reviewers included: Dr. Don Davies, Institute for Responsive Education; Dr. George Kaplan, Institute of Educational Leadership; Dr. Bernice Sandler, Association of American Colleges; and Ellen Bowers, Maria Ibba, Carol Minugh, and Dessie Page, all from the National Center for Research in Vocational Education. The advisory panel included: Curt Armstrong, Central Ohio Employability Council; Debbie Baumeister, student, Hilliard High School (Ohio); John Crites, University of Maryland; Edwin Rios, Educational Factors, Inc.; Craig Trygstad, Student Press Service and Youth Communication; Mary Ellen Verheyden-Hilliard, Verheyden and Associates; and Glenn White, University of Missouri. Colleen Donaldson served as clerical specialist.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

KNOWLEDGE INTERPRETATION PROJECT

ABSTRACT

This project seeks to provide information about four areas of education equity (women, minorities, handicapped, bilingual) as they relate to the world of work. Major objectives are to (1) interpret existing reviews of research and disseminate the results in various forms for students, teachers and counselors, the general public, and school administrators; (2) develop a model for knowledge interpretation for large public audiences; (3) produce a Spanish version of a portion of the knowledge interpretation products as a means of reaching bilingual audiences; and (4) explore the use of mass media as a means of disseminating the products. The project will review educational materials already available through the National Center for Research in Vocational Education, particularly the ERIC information analysis and the National Center's state-of-the-art papers. An ERIC search will be conducted to locate further research, literature, and exemplary practices. An advisory panel, including representatives from each equity area, will be convened to assist with the validation and dissemination plans and product development. The specific products will be inserts for school newspapers, teacher background items, and news releases summarizing the major interpretations and application. The items for the school and local newspapers will be done in both English and Spanish. Four brochures, one for each equity area, will interpret and apply the issues and recommend relevant policy for school administrators. The anticipated result is that mass audiences will have understandable information to which they can respond directly and upon which they can act meaningfully.

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KNOWLEDGE INTERPRETATION PROJECT

SUGGESTIONS FOR USE OF THE MATERIALS

The National Center for Research in Vocational Education has a project entitled the "Knowledge Interpretation Project," funded by the National Institute of Education, which is designed to take research findings relating to the world-of-work and interpret them in various forms for various audiences. The materials deal with the occupational outlook for four groups:

- women
- racial and ethnic minorities
- bilingual students
- handicapped students

We are sending materials to high school students, teachers and counselors, school administrators, and newspapers serving the general public. We believe that if the materials are to have any meaning, all groups should receive them in this coordinated way.

The packet includes the following items:

- student newspaper inserts (12 in English; 12 in Spanish)
- teacher background items (12)
- News releases (4 in English; 4 in Spanish)
- administrator brochures (4)

We are sending the above materials to approximately 250 high schools (subscribers of the Student Press Service) and to a similar number of newspapers in the country.

The explanatory information on each set of materials, hopefully, will give some insights on the potential use of these items.

We hope you find them interesting and useful. Please let us hear from you.

And thank you very much for your cooperation.

KNOWLEDGE INTERPRETATION PROJECT

PRODUCTS CODED

I. Student Newspaper Inserts (24)

SN Series on:

		English Version	Spanish Versio
Women	(backgrounder)	W-E1	W-S1
	(newsbriefs)	W-E2a and b	W-S2a and b
	(focus on future)	W-E3	W-S3
Minorities	(backgrounder)	M-E1	M-S1
	(newsbriefs)	M-E2a and b	M-S2a and b
	(focus on future)	M-E3	M-S3
Handicapped	(backgrounder)	H-E1	H-S1
	(newsbriefs)	H-E2a and b	H-S2a and b
	(focus on future)	H-E3	H-S3
Bilingual	(backgrounder)	B-E1	B-S1
	(backgrounder)	B-E2	B-S2
	(newsbriefs)	B-E3	B-S3

II. Teacher Background Items (12)

TE Series on:

Women/Sex Equity -	(conclusions)	TE - W1
	(suggestions)	TE - W2
	(resources)	TE - W3
Minorities -	(conclusions)	TE - M1
	(suggestions)	TE - M2
	(resources)	TE - M3
Handicapped -	(conclusions)	TE - H1
	(suggestions)	TE - H2
	(resources)	TE - H3
Bilingual -	(conclusions)	TE - B1
	(suggestions)	TE - B2
	(resources)	TE - B3

III. Newsreleases (8)

NR Series on:

	English Version	Spanish Versio
Women	NR - W/E	NR - W/S
Minorities	NR - M/E	NR - M/S
Handicapped	NR - H/E	NR - H/S
Bilingual	NR - B/E	NR - B/S

IV. Administrator brochures (4)

AB Series on:

Women/Sex Equity	AB - W
Minorities/Black students	AB - M
Handicapped	AB - H
Bilingual	AB - B

TO THE STUDENT EDITOR

OSU The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

TO THE STUDENT EDITOR:

During the past ten years, a large number of research studies have been conducted about the job scene for young people. Some dealt with the problems of getting a job. Some dealt with the problems of keeping a job. And some dealt with what the job market might look like in the years ahead. Many of these studies were based on research conducted with high school students. But, unfortunately, students themselves very seldom see the results even though the research often is about them.

Reports are written in the specialized language of researchers and aren't very interesting to students because of this. Yet, the information in the reports is often useful.

Through a special series of background reports, news briefs, and short features/focus on the future, we have tried to make research interesting to high school students. It is an effort to bring research efforts back to those who are really the ones the research is about: you and your classmates.

After talking with editors of the Student Press Service, your student-run news service, we have learned that it undoubtedly will serve your audience best when you are able to re-write these items inserting your own local material. The materials use a factual base and are written in a straightforward manner. They have not been written by journalists. Therefore, you might wish to supplement these with your own local "color," particularly personal and anecdotal materials.

You will see, as you look through the accompanying packet, that we have chosen four areas in which to concentrate: the job scene for women, the job scene for the handicapped, the job scene for young people in racial and ethnic groups, and the job scene and bilingualism in our country. Some of the information is encouraging. Some of it is frustrating. We hope it will be interesting, particularly when applied to your local readers.

We believe that it is important for high school students to have access to this information. We believe that you, as an editor, are one of the most important student leaders in getting it to your fellow students.

We hope you will be able to use it. Please let us see what you come up with.

Dr. Robert D. Bhaerman
Project Director
Knowledge Interpretation Project

GLOSSARY

The following definitions are important to have in reading the news packet. Some refer to programs with specialized meanings that could not be re-written; others are definitions helpful for a fuller understanding of a particular story.

Key words

affirmative action-	Based upon the idea that in order to make up for past inequities, special efforts are made to assist the groups that suffered the inequities. The related concept of sex fairness implies equality of treatment regardless of sex.
apprenticeship-	The practice in which a person, under a written agreement, learns an industrial job (usually requires working two or more years under supervision).
avocation-	An activity, such as a hobby, that people do in their spare time; for example, participating in sports, playing a musical instrument, painting or working on crafts.
blue-collar worker-	One normally employed in manual work; the work is usually done with the hands or with special tools. (Usually blue-collar workers are paid on an hourly basis.)
career-	An occupation or profession, especially one requiring special training, followed as one's lifework.
data-	Clues, evidence, facts and other important information.
employability-	Having the necessary skills, abilities, and talents needed for finding and performing a specific job.
experiential education-	Planned educational experiences designed to enable students to gain attitudes, skills, and knowledge for work and other life roles by participating in work settings. The term incorporates all programs that depend upon experiential learning as a principal learning process.
experiential learning-	The process of learning about work and other life roles by studying, observing, and performing them in any environment (usually outside the school) where those roles occur.
job aptitudes-	Abilities or talents to learn skills needed for a particular job.
private sector jobs-	Those which are found in business and industry and are paid for by the profits of the particular business or industry.

public sector jobs-	Those which are paid by government funds--for example, in federal, state, or local government. (Public school teaching is also included.)
research-	Investigating in order to increase knowledge or understanding of something; fact-finding.
sex stereotyping-	"Attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex." (from Final Regulations for PL 94-482 in Federal Register, 42 No. 191, Oct. 3, 1977, Sect. 104.73)
stereotyping-	Oversimplifying an opinion or making an uncritical judgment about a person, race, or event.
vocation-	A particular job, occupation, business or profession.
white-collar worker-	One normally employed as a clerical or professional worker. (The name comes from the traditional dark suit and white collar worn at work.)

ON WOMEN

BACKGROUNDER (W-E1)

What if you were your grandmother--instead of you? Suppose you were born 50 years ago when Herbert Hoover was president. What kinds of job opportunities would you as a woman have had? How has the "job situation" for women changed?

In the past 50 years, women have held many more jobs in fields that once were closed to them, such as in politics and in business. This change has been seen clearly since 1921 when women won the right to vote. Later on, in the 1940s, World War II provided some new opportunities.

Between 1900 and 1940, the number of women who were working increased little. It rose from 20 percent of all women to 29 percent. After the United States entered World War II, the job situation changed because women often took the places of men in offices and factories.

After the war, some women stayed on in their jobs. Although the 1950s was pretty much a time of "women's place is in the home" thinking, between 1949 and 1974, the number of working women more than doubled. It has increased particularly in the last ten years. In 1978, about 60 percent of the women over 18 in this country had jobs, most of them full-time.

Today, almost all young women will work for the majority of their lives, even if they chose to marry (and many do not), and even if they have children (and many do not).

The main reason women--and men--work is because they need the money. They need the money to pay for increased costs of clothing, food, and housing. People work because they and their families want to live better. In short, women work for the same reasons men do: because they want to and often have to.

Laws protecting women's rights make it possible for them to get paid what a man doing the same job gets paid. Important laws designed to protect the rights of women are the Civil Rights Act and the Equal Rights Amendment (ERA), which still has not been ratified by the required number of states.

As a woman decides on her career, many people and things influence the type of job she picks. The opinions of parents, family members, and friends can all influence her decision.

Parents, especially, have much to do with their child's career choice. For example, if a girl's parents have raised her to have certain values about the place of women, she is likely to pick a job which has always attracted women. At the latest count, 40 percent of the women working today are in such jobs as secretary, sales clerk, bookkeeper, maid, teacher, waitress, typist, cashier, nurse, and dressmaker. Many women also go into factory jobs. For women who work in these jobs, their earnings per hour would be 60 cents for every dollar per hour paid to men working as welders, auto mechanics, and on similar jobs. Women are recognizing the differences and are seeking training to enter fields of work where pay scales may help the women to increase their earnings.

It takes much courage for a woman to go into a field like car repairing. One report dealing with college women showed that women who go into "men's jobs" have the following background. They often grow up in homes with more money. They have mothers who went to school longer. They get better grades. They have more positive ideas about the roles of women. They like science and math. The study also reported that most women who go into "men's jobs" do so because they are interested in the job and have the skills to do it well. They also do so because "men's jobs" generally pay better than the jobs traditionally held by women.

Women most often make the first of a series of career decisions in high school. They get their information about jobs from friends and families, guidance counselors, and role models seen on TV and in newspapers, magazines, and movies. But often women get misleading ideas from these sources. Also the aptitude (abilities or talents) tests they take in high school encourage the young women to go into only "feminine jobs." Because there are many different kinds of jobs available, women need better information than they have been getting in order to make worthwhile and positive choices.

Researchers are now studying the differences between the skills and abilities of men and women to see if there are reasons behind traditional male and female jobs. These researchers say that the main reason why men and women seem to use different skills (before they have had job training) is because they have had different experiences.

Almost any skill or ability can be developed with practice, and most people, male or female, can do many different jobs. The differences between the sexes in job skills can be very small, if there are any differences at all. It is up to each person to develop his or her own skills.

You can learn job skills. You can get job skill training (1) by a vocational program while in high school, (2) by attending college or technical school, (3) by becoming an apprentice, or (4) by getting on-the-job training.

As young women think about jobs, they need to know that things are changing for the better. Sometimes things change slowly. However, it is important to note that now, for example, there are more jobs for men and women than ever before, and salaries are higher than in the past.

People are breaking through the walls of stereotyping and will continue to do so. New and exciting career options are becoming available to both men and women. The times ahead, therefore, should be new and exciting, too.

* * * * * *

TO THE EDITOR:

As noted in the cover letter, it will undoubtedly serve your audience best when you are able to re-write these general background pieces with your own local material. We hope you will do that. Perhaps some questions as the following can be addressed in your stories:

- What are the career opportunities for women in your area?
  Are any opportunities unique to your locale?
- What are some of the special problems that women face who enter fields which in the past have been considered "non-traditional"?
- What kinds of training programs are available for local women who wish to enter "non-traditional" fields?

These, of course, are just "starters." You undoubtedly will add many more to this list.

NEWS BRIEFS

(W-E2a)

What kind of person are you? Do you feel you have control over what happens to you in life, or do you feel that other people control you? The type of personality you have may affect the kind of career you choose.

People who feel that they have a lot of control over their lives and their futures have one type of personality. Those who feel that other persons or outside events control their lives have another. Women who feel they are in charge of their own lives are more likely to go into jobs that women haven't usually entered. These are jobs like engineering, welding, and car repair. These are jobs which generally pay more than traditional "female jobs." Those women who feel others control their lives tent to go into jobs--like teaching and typing--that women have always chosen. Although we do not know for certain, it is quite possible that a lot of women who have become teachers or librarians or typists would really have liked to become carpenters or engineers. However, they may feel some "arm twisting" from other people to choose a "feminine job."

As you think about the kinds of jobs you might like to have, ask yourself these questions: What kind of person am I? Will I make my own career decisions or will I let social pressure influence me?

(W-E2b)

Here are some facts and figures that might be of interest to you:

. According to a report of the U.S. Department of Commerce, the "traditional" family with an employed father, a mother at home, and school-aged children now makes up only about 16 percent of the families in this country, and this percent is dropping. The two-earner household, where both the father and mother work, is more common. In fact, about half of the married women in this country now work. A number of homes (about 14 percent) are headed by women with no husbands present.

. According to a recent item in the "AFL-CIO News," about half of all the women in this country are in the labor force. The percent of single women in the labor force has not changed greatly for several decades. However, those who are entering the job market now are mainly married women.

As the total working population has increased, so has the number of women who work. In the years between 1960 and 1976, the numbers changed this way:

	Approximate number of women workers	
	in 1960	in 1976
White-collar jobs---including sales and office jobs	11,330,000	17,000,000
Blue-collar jobs	3,500,000	4,750,000
Service jobs	4,500,000	5,000,000

These days women are entering jobs that used to be "for men only"--for example, engineering. Men are also going into jobs that were mainly for women, like elementary school teaching. When these individuals enter a career that used to be only for men or for women only, we say the person has a "non-traditional" job. Non-traditional jobs for women are those which fewer than one out of four women (0 to 25 percent) hold--examples are dentistry, engineering, and construction. Traditional jobs for women are those which three out of four (75 to 100 percent) hold--examples are nursing and elementary school teaching. Some jobs are in the middle. There may be anywhere from 25 percent to 75 percent of women in such jobs as window decorating or commercial baking. These areas are called "mixed." About two out of five (40 percent) of all women who work are in ten kinds of jobs: secretary, sales clerk, bookkeeper, maid, elementary school teacher, waitress, typist, cashier, nurse, and dressmaker. These are "traditional" jobs that women have always held. They are jobs which generally pay less than the jobs which traditionally are held by men.

FOCUS ON THE FUTURE

(W-E3)

Now is the best possible time for women to become engineers, electronic technicians, and farming experts. At least that is the opinion of experts who study the job market. By going into jobs that used to be only for men, women can use their talents and abilities and get better pay.

Other job areas are promising for women. The Women's Bureau of the Department of Labor reports that there will be more management-level jobs open in the future. To get them, women will need more education and job experience.

For women who graduate from college, good jobs in city government will be opening. These jobs also will call for more education. More high level positions will be open in banks as well.

Women can also find good jobs as lawyers. Many law schools are overcrowded, but lawyers who choose to work for large companies, in the area of corporate law, will be in demand in the future.

This is just a brief list of jobs which are attracting women. Every month the Department of Labor reports facts like these. The facts show more and more women going into non-traditional jobs.

In the future, this movement will be even greater. The American Council on Education found that 17 percent of women starting college want to become business executives, doctors, lawyers, or engineers. Ten years ago, only 6 percent of women starting college were planning careers in those fields.

In professional jobs where there have been few women, much progress has been made. There are more women lawyers, druggists, doctors, and veterinarians. There are also more women in the skilled trades, like carpentry, than ever before. The Department of Labor in Washington has set a goal that by 1980, 25 percent of all apprenticeships will be filled by women.

The future for women who work is brighter than it has been in the past.

ON MINORITIES

BACKGROUNDER (M-E1)

> "From the beginning, work has meant a lot to me. I couldn't wait until I received my working papers when I was 13. I wanted to work because I wanted to earn some money of my own. I was sort of driven by this idea; going out and getting a job and having some money of my own. I wanted to be independent. And to be grown up."
>
> \- a teenager in
> New York City

This is a view of a minority teenager (in this case, a Hispanic boy) growing up in the city. Young people want and need to work.

What is the "job scene" like for minorities---in general? A recent report on minorities has this to say:

- few blacks and Hispanics are bosses in companies
- Native Americans usually are in blue-collar and service jobs
- minority women do not often get higher paying jobs

We see that blacks, Hispanics, and Native Americans often wind up in lower level jobs. When government officials urge all young people to choose "a rewarding career in the world of work," these facts are discouraging.

Teachers and government officials are not pleased about such facts either. According to recent data of the Bureau of Labor Statistics, 40.3 percent of black teenagers had no jobs. But only 16.1 percent of white teenagers had no jobs. There are still limits on job openings for blacks and other minorities, according to the U.S. Department of Health, Education, and Welfare.

The job outlook for minorities is improving. However, figures for 1974 showed that only 710,000 blacks were professional and technical workers. More than 11 million whites were professional and technical workers. Some salary figures cited then were as follows:

AVERAGE INCOME (1974)

Men		Women	
white	black	white	black
$10,184	$6,630	$4,976	$4,107

The job outlook for minorities has been frustrating. As one Florida teacher wrote, "In the world's most achievement-oriented society, work is more than a source of income. It is a source of status and self-esteem.

And schools drive home the point. When children first enter school, they perform activities that introduce them to the world of work. As they go through school, students begin to look for answers to three vital questions in choosing a career:

. What is important to me?
. What is possible for me?
. What is probable for me?

Several research reports stress that education alone is not completely to blame for high minority unemployment. But throughout this country's history, education has significantly affected how Americans think and what they do. The U.S. Department of Health, Education and Welfare (HEW) says that the schools themselves do not cause the high jobless rates among blacks, Hispanics, Native Americans, and others. In fact, HEW reports show that schools can help blacks, Hispanics, Native Americans, and others feel they can "make it" in society.

Teenagers care about their future careers. Decisions about jobs are important. But decisions about jobs are not easy to make. High school students often don't have the facts they need to make good choices. Once teenagers make career decisions, they also need to get the right education and training to get the jobs they want.

Blacks, Hispanics, and other minority groups have had a hard time getting good training and good jobs. Their career decisions are harder because they may face problems getting the jobs they want. Fortunately, both laws and special educational programs for job training can make a difference in the lives of blacks, Hispanics, and other minority youth. A number of these educational programs are discussed in the section called "Focus on the Future."

* * * * * *

TO THE EDITOR:

You know how important the decision is. Your readers are interested in any information that helps them look realistically at job and career options. This backgrounder is a brief overview of problems faced by teenagers from racial or ethnic minority groups in making career decisions. This overview is very general in nature. You can change that by localizing the story with specifics as they apply to your school and city. The background report raises as many questions as it answers. Those questions might very well be your starting point in building this story with a local angle:

- What local programs exist for education and training of minority students?
- Do experiential education programs in your school tend to service mainly minority students? Are minority students "tracked" into such programs?
- What can schools do for minority group students?

The answers to those and other questions around the issue of minority career decisions should make interesting reading for your readers. They might also spur columns, features, or editorial ideas for you.

NEWS BRIEFS

(M-E2a)

It may not be "news" but it is important to know. Minority women are still discriminated against when they are looking for jobs. Discrimination often exists even when they have found jobs and are working in them. Salaries are lower. Unemployment is higher. Many are working on jobs which are beneath them, that is, they are qualified to do more challenging jobs.

During the past ten years, minority women have made some gains. Yet they still earn less than white women, minority men, and white men. They also hold jobs which pay less and call for fewer skills. For example, a study at the University of Texas shows that minority women earned only 88 percent of what white women earned. The differences appear to be narrowing, but the gap is not closed--not yet.

(M-E2b)

What have been the effects of desegregation on students? Dr. Meyer Weinberg of the University of Chicago has conducted a massive study to find the answer. His findings may--or may not--surprise you:

- Success in school (academic achievement) appears to increase; minority children seem to learn more. At the same time, the majority children continue to learn at the same rate.
- Racial attitudes by both black and white students become more positive as they attend school together.
- The roles of teachers and principals are crucial in building mutual respect among students of different races.

Dr. Weinberg's finding regarding the students' future on both the job and school scene was that minority children gain a more realistic view of their own vocational and educational future when they are in a desegregated setting. He said, "Self-acceptance and self-concepts of minority children are higher than under segregation."

FOCUS ON THE FUTURE

(M-E3)

By the time people reach high school, they know that the world "out there" is a world of work. Minority teenagers, particularly, are aware of the high level of unemployment among their age group.

Some of the reasons for this high level of unemployment are: (1) inadequate schooling, that is, a lack of basic skills, such as the "three Rs," (2) lack of specific skills and abilities needed for finding and doing well on a job, and (3) racial prejudice. These facts must be faced. These problems do exist. It will take everyone's time and effort to overcome them.

What exactly does the future hold for minority teenagers? No one knows for sure. The long-range picture is mixed. In some fields the job market is getting smaller. For example, in some areas of teaching, home economics, and the social sciences, there seems to be an overload of job applicants. This doesn't mean that determined young people should not enter these fields. They surely should if they are interested and qualified. It merely means that jobs may be limited in some parts of the country and in some specific teaching or home economics' fields.

On the other hand, researchers at the Southern Regional Education Board report that job opportunities will come in fields in which minorities have not been generally employed. The fields where future prospects seem good are engineering, accounting, library science, city planning, regional planning, and the computer sciences. In planning careers, minority students might wish to consider these fields, discover what skills are needed, and find out what formal training is required.

The future is not all gloomy, according to many who work in the "manpower" ("person power") field. Thanks to federal laws against discrimination in hiring, some racial barriers are breaking down. Schools *are* trying to improve the teaching of basic skills. School-to-work programs *are* being set up in many parts of the country to overcome the problem of poor employability skills.

School-to-work programs hold much promise for the future--*not only for minority groups, but for all students*. Such programs are sometimes called "experiential education." Let's take a brief look at this idea.

The idea is not new. For example, in the Middle Ages, a boy learned a trade as an apprentice to a master craftsman. In early America, a girl often learned such things as cooking and sewing by daily experiences with homemaking tasks.

Since the early 1970s, there has been a movement to expand students' experiences by including educational programs that provide learning experiences outside the school. One recent research report described an experiential education program for newspaper writers along these lines: "An experiential program designed for students interested in becoming professional journalists would involve students in the actual work experiences of the occupation outside the school setting. Thus, the students would enter the journalists' environment, perform their work activities, and gradually acquire the knowledge and skills required to be a journalist."

Many different people and groups are looking seriously at these school-to-work programs. For example:

- Students are interested in receiving an education closer in line with their roles as adults.
- Employers are seeking experienced workers.
- Society is eager to lessen the problems of unemployed youth by providing paid work experiences that can also be educational.
- Teachers and parents want to assure that students graduate from school with skills for performing work and life roles.

A variety of such programs have started in many parts of the country. (Ask your teachers and principals for more details.) The programs appear under many names. For example, work study programs, apprenticeships and pre-apprenticeships, internships, on-the-job training, work experience or work education programs, manpower programs, employment and training programs, career education programs, and cooperative education programs.

To repeat: most school-to-work programs are intended for all students. While several have in the past focused on minority students, many of them have much to offer *anyone* from the 8th or 9th grades--and up--male or female, handicapped, or bilingual.

With this broader view of what schools can do to narrow the gap between school and work, we can truly say that "the future *is* now."

ON THE HANDICAPPED

BACKGROUNDER (H-E1)

Like everyone else, handicapped high school students must decide what to do after graduation. They too must face the question, "What career shall I choose?"

There are many things to consider, such as job opportunities, the location of some jobs, the influence of family and friends, and information about qualifications.

For handicapped high school students, research shows that there is another important point: these students are often "handicapped" in the type of job they think they can do. So they do not choose jobs or careers they are really interested in.

Researchers (fact finders) note six important steps for success in work:

- Knowing and exploring job possibilities. What skills are needed to do certain jobs?
- Selecting and planning job choices. Do I need any special training?
- Showing good work habits. What do I need to do on the job to show that I am a good worker?
- Showing good skills in general. What overall talents are needed?
- Learning a specific job skill. What, if any, specific talents are needed?
- Seeking, getting, and keeping a job. What special things do I need to do to find a job, get hired, and do well?

With these questions in mind, handicapped high school students could consider a wide range of careers.

A recent report to the President of the United States, however, showed that handicapped individuals are having a much more difficult time finding jobs than non-handicapped. The report also showed that many of those who are employed are underemployed, that is, they don't have jobs that use all of their abilities.

The report to the President's Committee on Employment of the Handicapped says that only 4 million of the 11 million handicapped people who are able to work are actually working. Many who work are underemployed.

What does this mean? The report says that underemployed refers to persons not working up to the level they are able. The job usually pays less, has fewer responsibilities, and is not challenging.

Another report said that only 21 percent of the handicapped students who left high school between 1972 and 1976 were able to find full-time work or continue their education. The report also noted that only 26 percent of those who continued their education would be employed; 40 percent would be underemployed.

Another report said that most handicapped students who leave school are in danger of becoming unemployed or underemployed no matter how well they did in school.

There are no easy answers to this problem, but there are some promising signs. Some studies which compare the work of disabled employees with non-disabled employees show that handicapped workers do well. They were equal to and sometimes better than other employees in reporting for work. Their safety records were good. They produced well. They stayed in their jobs.

On certain jobs the handicapped did better than other workers. People with hearing problems worked better than others in factories where it was noisy. People with sight problems did better at working with computers. Other studies show that the goals, talents, and skills of certain disabled individuals are the same as everyone else.

The reasons for the barriers faced by the handicapped are as different as the kinds of handicaps people have.

Experts say that increasing opportunities for the handicapped must begin with education. But some programs do not meet the needs of handicapped individuals. Here are some examples:

- Because they lack understanding, some schools do not inform handicapped students about the job market.
- Schools sometimes do not train handicapped students well. They learn to "push a broom" when they could be specializing in a technical area such as science or mechanics.
- Schools do not always follow through and upgrade handicapped students' skills after they graduate.

Recent laws have helped to provide job opportunities. Many schools and colleges are now preparing their programs to fit the needs of handicapped students.

New laws and redesigned buildings deal with only part of the problem. There are many other barriers to overcome. Some barriers are part of the building, such as the steps facing a student in a wheelchair. But the most difficult problems handicapped students face are "unseen." Often they are in the form of attitudes.

Researchers report that attitudes are important in finding a job. This is true both for the job applicant and for the employer. Previous experience in hiring handicapped workers seems to make employers more willing to hire additional handicapped persons. In addition, when handicapped persons know what is expected of them, they tend to have greater success in being hired for jobs.

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TO THE EDITOR:

Like everyone else, handicapped students in your school are concerned about what careers they will follow. They want to enroll in the right courses and they want to know about the preparations they must make.

As the background report suggests, they face some extra problems in making their decisions. Sometimes those problems are merely informational. More often, the problems are related to the attitudes (mostly negative) that other people have about them--and that they have about themselves.

The research, as you can see, indicates that disabled students are able to perform as well as non-disabled students except in the areas of their disability.

What does all of this mean to your student audience? The answer lies in your ability to see the news story in this information as it is related to your school. What are local reactions to the information raised? Try these questions to get you started:

- What special plans has our school district made to provide for the special needs of the disabled?
- What do students think about the special problems the disabled face?

NEWS BRIEFS

(H-E2a)

A recent federal law now requires schools to change the way certain students are being taught. The Education for All Handicapped Children Act of 1975 guarantees a free and suitable public education to all handicapped children between the ages of 3 to 21.

The effects of this law are far-reaching. The most obvious change in the school is doing away with many "special classes" or "special programs" for the handicapped students. Sometimes referred to as "mainstreaming," this approach tries to place all students in the same classroom situation. Several studies have shown that the ability to learn for certain types of handicapped students is not helped by separating them into special groups. In fact, these studies show that learning was more effective in the regular classroom.

In some cases, the design of school buildings will have to be changed. Making classrooms, cafeterias, and auditoriums "accessible" to the physically handicapped will result in ramps being used instead of steps. There will be wider doors for wheelchairs. The next time you see a ramp being installed in your school, you will know why!

In addition, someday your classroom may have two adults instead of one. The technical terms would be one "teacher" and one "interpreter." Because of recent federal laws, schools now are required to provide equal education to students who are handicapped. This means that school-age handicapped persons would be able to participate in all regular classes offered by the school.

One of the results of these laws would be the need for sign language interpreters in the classroom--at least on a part-time basis. These specially trained people (not regular teachers) are able to communicate through the use of sign language--a different type of "language" that has been in use for many years. Through the use of sign language, students who are deaf or who don't hear well can understand the teacher's instructions. Also, special equipment can be used to help students who are blind or can't see well.

(H-E2b)

In a report to the White House, the President's Committee on the Employment of the Handicapped presented results from studies comparing the differences between the job history of handicapped workers and those who are not. The committee was trying to determine if people with certain physical or mental disabilities were "as good" workers as the "regular" work force. The results were that in many ways they were "as good." The studies compare several important traits of a good worker, for example, attendance records, the amount of work done, awareness of safety rules, accident-free work habits, and the ability to advance to higher level jobs. In some cases, persons with disabilities did even better than those without disabilities.

FOCUS ON THE FUTURE (H-E3)

In the past ten years, millions of dollars have been spent on programs aimed at helping the handicapped. These programs have been in every area of the lives of people with certain physical or mental limitations. Both children (or parents of children) and adults with disabilities have taken part in many types of programs. Some programs have been sponsored by the government, and some have not.

What does the future hold for handicapped persons? Past experience, as well as current research says, "We need to know more."

One great need, according to expert opinion, is a way to find out the specific needs of the handicapped on an individual basis. Each person has his or her own needs. This is especially important in schools. Few other students in our country suffer more from the lack of a good education than those with handicaps.

In recent years, schools have been changing. More and more programs are including vocational training. As students with certain handicaps enter the regular classroom, schools will need to change in several ways. For example, methods of teaching will have to provide special techniques for students who are disabled.

The non-handicapped students will play an important part in this, too. The path of handicapped students will be much easier if the rest of the students try to understand and accept these new kids.

What, specifically, will the handicapped face in the future as far as jobs are concerned? For example, will there be a need for more technicians in the next ten years or so?

Questions like these come up every day in the Bureau of Labor Statistics in Washington. This government group tries to answer these questions and others like them by collecting and studying all the facts they can find.

Trends in the job market can be predicted. The current prediction is one of an increasing number of "white collar" jobs and the same or decreasing number of "blue collar" jobs. This prediction could help those who are currently disabled.

According to government estimates, the number of "blue collar" jobs will remain about the same or drop slightly in the next 20 years. These types of jobs are usually very difficult for disabled persons to get. Although sometimes disabled persons could do these jobs even with a disability, many find a "closed door" when it comes to finding a job in factories and industries.

Studies indicate that disabled people have more success in finding office or professional types of jobs. Researchers, therefore, forecast that more job opportunities for handicapped workers will be available in the next few years.

This fact is important to disabled people. Currently, the job situation for disabled workers indicates that things "could be better." For example, the President's Committee on Employment of the Handicapped reported that one in eleven persons is handicapped. About eleven million Americans between 16 and 64 years of age fall into that category, according to the most recent census. Experts believe that these figures probably are higher now.

The committee learned other valuable facts about employment. For example, compared to the entire population, a higher proportion of disabled persons have never worked. Four percent of handicapped men (18 to 64 years of age) have never had a job. This figure compares to 2 percent of the total male population who have never had a job. Sixteen percent of handicapped women have never had a job. This figure compares to 11 percent of the total female population who have never had a job. Other studies also have reported that there is much more unemployment and underemployment for people with disabilities.

The future, however, is not all gloomy. New federal laws are setting up programs which provide for better training and education of people with disabilities. As this continues to happen, one can hope that handicapped people continue to prepare for new types of jobs, some of which they never would have considered doing in the past.

BACKGROUNDER (B-E1)

Bilingual Students and Language Development

People who speak two languages are called *bi*lingual. But what really makes a person "bilingual?" Is it just the ability to speak two or more languages? Does it also depend on how well the languages are used? Does it depend on how many people in the person's family use the two languages? Does one also have to be able to read and write the two languages well to be "bilingual?"

Researchers (fact finders) who have studied bilingual children and adults agree that a bilingual person must *speak* two languages. But speaking is not all there is. The skills of listening, writing, reading, and thinking are as important as speaking. But merely learning language skills is not enough. Bilingual persons must know which language to use and when to use it. They must have language "dominance" (or full control of each language) to be able to do well in both languages. To be successful, the bilingual person must be able to move smoothly from the world of family, through school, to the world of work.

One researcher who studied the facts of this problem suggested that two points are important in measuring a child's language "dominance" (control): (1) whether *anyone* in the home speaks another language, and (2) *how many* people in the family speak it. This researcher set up a five-point scale to show this. (In this study, the term "bilingual" meant a person who spoke English as a second (non-native language.)

(1)	(2)	(3)	(4)	(5)
Only languages other than English are spoken	Mostly languages other than English are spoken	"Bilingual"- both English and other languages are spoken	Mostly English spoken	Only English spoken

This research points out that the more the second language (in this case, English) is spoken at home, the more likely it is that a person will become bilingual. As children move from family to school and into work, speaking English well helps them in a world of two languages and two cultures.

Another researcher developed a four-step scale to show how a student develops language skills in the home and school:

Step 1: The child's home -- where the native language is used.

Step 2: The early years of school -- where the child's native language is used for instruction and English is introduced.

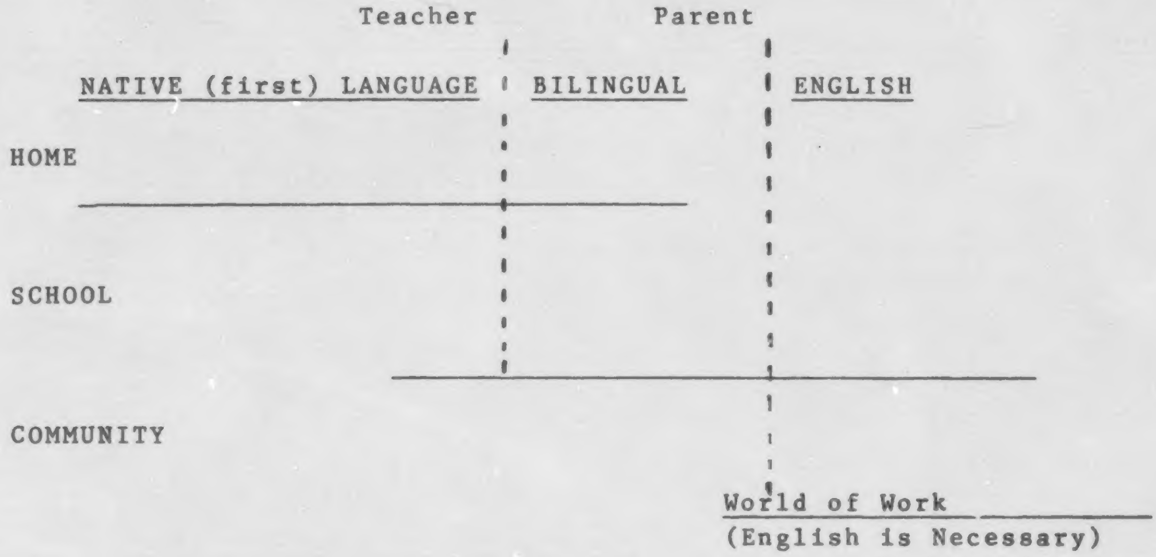
Step 3: The child in both home and community -- where language learning continues and the child uses both the native language and English comfortably.

Step 4: The school again -- where additional instruction in English is given.

At step 4, the child can move into a bilingual (two-language) program, a regular English-based teaching program, or a program in English which presents different job possibilities.

A third researcher showed the bilingual child's language development. Here language is used for personal needs and also in the school and the world of work. The native language is used in the home. English is used for activities related to school, shopping, and jobs.

Home, School, and Community Language Program


Teacher
Parent
NATIVE (first) LANGUAGE
BILINGUAL
ENGLISH
HOME
SCHOOL
COMMUNITY
World of Work
(English is Necessary)

Parents decide how much or how often the native language is used at home. Teachers decide how much or how often English is used in the school. The native language is used with the family. At the same time, English is also used in community groups. In the world of work, which gives support for both the family and the school, the main language is English.

The bilingual student must live in two worlds, with two languages and two cultures. On the job, English comes first. With the family or friends, the native language comes first. The school becomes a bridge between the students' native language spoken in the home and the English spoken in the larger community. In school, it is important to use English in relation to careers. Students have a clearer understanding of the career world when they leave school if they understand career concepts (ideas) in English.

BACKGROUNDER (B-E2)

Bilingual Students and Educational Achievement

We use the word "bilingual" mostly to refer to those people who learned English as a second language, whose native language is not English. But the term also means any native English-speaking person who can speak another language besides English. As many as 40 percent of the 25,500,000 people in the United States listed as bilingual (in the first sense) cannot read or write well in either English or their native language.

Bilingual students face the same problems as bilingual adults. Many have poor communication skills: reading, speaking, writing, and listening. Because success in school is usually based on one's ability to do these things well, bilingual students may fall behind in school more quickly than native English-speaking students. Bilingual students also drop out of school at an earlier age and at a much faster rate.

In the elementary school, between 15 percent and 17 percent of non-English speaking students are two or more grades below average. But only 10 percent of the English-speaking students are this far below average. As the students grow older, the gap widens. In the 9th to 12th grades, about 35 percent of non-English-speaking students are two or more grades below other students. However, only about 11 percent of English-speaking students fall this far behind.

So these non-English-speaking students fail more often in school and have a higher drop-out rate. The National Center for Educational Statistics says that one student in ten of the total school population drops out. But four out of ten non-English-speaking students do not finish high school. The dropout rates are even higher for certain student groups--for example, migrant farm labor students who are often bilingual. (It is estimated that only 1 percent of these students graduate from high school.)

Non-English-speaking students are in a tough spot. Their employment abilities are very limited. These students usually do not learn the skills needed for good, high-paying jobs. Their lack of a high school diploma keeps them from entering on-the-job training programs. The jobs which these students can get are usually at the beginning level--for example, janitorial, clerical, domestic (housework), and unskilled laborer. In these jobs pay is low, chances for advancement are small, and turnover is rapid. In general, students who have poor English skills face a difficult future in the world of work.

English, of course, is the language used in public schools. But recently a number of schools have started bilingual programs so that non-English-speaking students can learn both language skills and job skills.

These programs got a special boost from a U.S. Supreme Court decision in 1974, (Lau v. Nichols). The Court ruled that non-English-speaking students had not received a chance to learn well. As a result, many bilingual programs were started. These include programs for the development of job skills and career counseling.

"Bilingual education" is the special effort made by schools to help students who don't speak English. The programs include vocational skills, taught in both English and the student's native language. The programs differ from state to state and school to school.

Some programs begin teaching in the student's native language and gradually drop that language as the student becomes better in English. Other programs teach subjects in two languages (for example, Spanish and English). Teaching in both languages continues as long as the program continues. One vocational (occupational) education program in Texas used this approach: vocational skills were first introduced in Spanish. Some instruction in English began right from the start so that the students were able to understand ideas in English. As the program continued, more and more English was used until the student could use that language very well. Programs like this, with beginning instruction in a student's native language followed by more instruction in English, are used in many schools throughout the country.

Bilingual programs generally stress English language skills, job or vocational skills, and career awareness. There are many different types of programs. There is no agreement on how to conduct them. There is agreement, however, on what a bilingual program should include. Among other things, it should have materials which:

- show both city and country work situations
- deal with jobs students are familiar with
- deal with specific jobs
- encourage the development of a positive, confident view of oneself
- develop good attitudes toward working
- develop decision-making skills.

* * * * * * * * *

TO THE EDITOR:

Whenever possible, these background papers should be made specific to local conditions. Materials should be adapted to a particular school's situation by incorporating responses to such questions as

- How many students have native languages other than English?
- What are these languages?
- Does our school have specifically designed bilingual education programs?
- How are these programs organized?
- What programs does our school have to provide career awareness, orientation, and exploration for bilingual students?
- Has our school developed any programs to insure that bilingual students or students of limited English speaking ability remain in school and complete their education?

NEWS BRIEFS (B-E3)

Some facts and figures about bilingual families:

- About 25,500,000 (about 13 percent of the people in the United States) speak a language other than English as their native language. Each year this number grows by over 400,000 as the population rises because of births and new immigrants entering the country. By 1980 it is expected that persons whose native language is not English will make up over 17.5 percent of the people of school age. In 1975, the National Center for Educational Statistics listed ten major language groups among people who speak a language other than English as their main way of communicating. The figures given then were as follows:

Language spoken in a Person's Home	Total Number of People 4 Years of Age and Older (Note: These data may be higher now)	Percent
.English only spoken	167,665,000	85
:Non-English native language as usual language	25,347,000	13
Spanish	9,904,000	
French	2,259,000	
German	2,269,000	
Greek	488,000	
Italian	2,836,000	
Portuguese	349,000	
Chinese	534,000	
Filipino	377,000	
Japanese	524,000	
Korean	246,000	
Other	5,559,000	
.Not reported	3,786,000	2
TOTAL	196,796,000	100

- Speakers of Spanish include almost 40 percent of the non-English speakers. Italian, German, and French speakers each represent about 10 percent of this non-English speaking group. English and Spanish are the most commonly used languages in public schools. But a large number of other languages are used for teaching in programs sponsored by the United States government. A chart published in a weekly news magazine several years ago showed that 63 languages from 19 different language groups are taught in the public schools. In addition to English and Spanish, they included: American Indian languages, Arabic, Armenian, Cambodian, Chinese, Eskimo languages, Filipino, French, German, Greek, Hebrew, Italian, Japanese, Korean, Micronesian languages, Polish, and Vietnamese.

.Of the 25 million people in the United States who can be described as bilingual, about 8 to 10 million are not up to normal standards in both the first language and in English. That means that the person does not have adequate skills in reading, speaking, writing or listening.

Children from families whose parents cannot function well in either English or their first language soon have the same problem as their parents. "Bilingual" children very quickly learn not to use English in the home. The English they learn outside the home sometimes is considered not up to standards by the English-speaking majority. Because of their problems with language, "bilingual" children quickly become "handicapped" in terms of job possibilities. On the other hand, bilingual children have the advantage of speaking more than one language. They need both languages to survive.

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AL EDITOR ESTUDIANTIL:

Durante los últimos diez años se han hecho muchos estudios para investigar la realidad ocupacional de la gente joven. Algunas investigaciones se refieren a los problemas de encontrar trabajo por primera vez, mientras que otras describen la situación ocupacional en los años por venir. Muchos estudios fueron hechos con estudiantes de nivel secundario. Lo malo de toda esta situación, es que, muy a menudo, los mismos estudiantes nunca llegan a saber de la información que sobre ellos se detectó. La información es *acerca de* ellos; sin embargo, ellos son los últimos en informarse....si es que alguna vez se enteran de algo.

Aun en los poquísimos casos en que los estudiantes han tenido la oportunidad de ver los informes de estos estudios sobre sus problemas para incorporarse a la vida del trabajo, a menudo no han comprendido mucho de su contenido, porque los investigadores científicos escriben en un lenguaje técnico. No obstante, la información que estos informes contienen es frecuentemente útil a interesantísima.

Esta es la razón por la cual hemos preparado una serie de *artículos introductorios, inserciones noticiosas y "perspectivas para el futuro"* para que usted pueda incluírlas en su periódico o publicación. Nuestro propósito es poner al alcance de los estudiantes los resultados de los trabajos de investigación en los que algunos de ellos fueron los sujetos y que pueden serles de gran utilidad cuando deban hacer decisiones referentes a la vida del trabajo. Es una manera de hacer volver el flujo de información a aquéllos que ayudaron a detectarla: *usted y su audiencia estudiantil*.

Después de consultarlo con una agencia noticiosa administrada por estudiantes, la Student Press Service, hemos organizado la información de tal manera que esperamos que sea de la mayor utilidad para usted. La SPS nos indicó, sin embargo, que la información será más interesante aún, si usted puede re-escribirla, incluyendo su propia información a nivel local. Los materiales están escritos en un estilo objetivo y directo; no fueron escritos por periodistas. Es por esto que le sugerimos que usted le agregue el sabor local a estos artículos, en la forma de anécdotas o de noticias personalizadas que ayuden a hacer más real su contenido.

Como podrá usted comprobar al revisar este paquete de materiales, nos hemos concentrado en cuatro áreas: (1) problemas de trabajo de la mujer; (2) problemas de trabajo de los impedidos; (3) problemas de trabajo de los jóvenes de las minorías raciales y étnicas; y (4) problemas de trabajo y el bilingüalismo en este país.

Parte de la información es optimista; parte es frustrante, pero esperamos que sea interesante. Pensamos que nuestros artículos son noticia, especialmente si usted los enriquece con ejemplos y adiciones que expresen el estado de las cosas en su comunidad.

Estamos convencidos que es sumamente importante que los estudiantes de la secundaria tengan acceso a esta información. Creemos que es también muy importante que sea usted, editor y líder estudiantil, el que la haga llegar a todo el estudiantado.

Por sobre todo, esperamos que este material le sea útil. Háganos llegar sus impresiones y también los resultados de sus investigaciones a nivel local. Nos interesan mucho.

Muy atentamente le saluda.

VOCABULARIO

He aquí un glosario de términos que puede ser muy útil para leer las noticias. Algunas definiciones se refieren a términos especializados y otras pueden ser útiles para entender algún artículo en particular.

Carrera - ocupación o profesión, (en especial una que requiere instrucción especial), seguida como trabajo por toda la vida.

Vocación - trabajo, ocupación, negocio o profesión.

Recreación - actividad, por ejemplo un hobby, que emprende la gente en su tiempo libre. (Deportes, tocar instrumentos, pintar o hacer artesanía.)

Aptitudes - habilidades para aprender las destrezas necesarias en un trabajo específico.

Investigación - estudio científico de un problema para comprenderlo mejor.

Estereotipar - abusar de una generalización o hacer un juicio subjetivo acerca de una persona, raza o suceso.

Estereotipo de sexo - "atribuir conductas, habilidades, intereses, valores y roles a una persona o grupo de personas en base a su sexo". (Tomado de Reglamentos Finales para PL 94-482 de Federal Register, 42 No 191, Oct. 3, 1977), Sect. 104.73).

Acción Afirmativa - acción basada en la idea de que, a fin de eliminar pasadas injusticias, se deben hacer especiales esfuerzos para ayudar a los grupos que sufrieron las injusticias en el pasado. La igualdad de los sexos es un concepto relacionado que implica igualdad de tratamiento para los dos sexos.

Trabajos en el sector privado - trabajos en los negocios o industrias que son pagados con las ganancias de la empresa.

Trabajos en el sector público - trabajos pagados con fondos del gobierno, por ejemplo, trabajos en las escuelas u oficinas públicas.

Obrero no-calificado - trabajador que hace un trabajo manual, con sus propias manos o con una herramienta. (Generalmente pagados por hora.)

Empleado - trabajador de oficina o profesional.

Educación experiencial - experiencias educacionales diseñadas para que los estudiantes desarrollen actitudes, habilidades y conocimiento sobre el trabajo y otras tareas de la vida por medio de su participación en actividades laborales. El término se aplica a todos los programas que se centran en el aprendizaje experiencial como medio principal de aprendizaje.

Aprendizaje experiencial - proceso de aprendizaje acerca del trabajo y otras tareas de la vida por medio del estudio, observación y actuación en los ambientes en que estas tareas ocurren (generalmente fuera de la escuela).

NUEVOS HORIZONTES PARA LA MUJER (W-S1)

Las mujeres han progresado muchísimo desde los antiguos días del coche de caballos hasta la era del jet y la tecnología.

En estos últimos 50 años, las mujeres han invadido campos de trabajo que antes estaban cerrados para ellas, como por ejemplo, los negocios y la política. Uno de los éxitos más grandes fue obtener el derecho a voto de la mujer en el año 1921.

Junto con el voto, ellas ganaron el derecho a opinar sobre los candidatos, las polémicas y los reglamentos que afectan sus vidas. Así, ellas empezaron a darse cuenta de lo que sucedía en el mundo. Muchas mujeres empezaron a trabajar fuera de casa por entonces.

Entre 1900 y 1940, el porcentaje de mujeres que trabajaban subió sólo del 20 al 29 por ciento. Al empezar la Segunda Guerra la situación cambió, sin embargo, porque muchísimas mujeres reemplazaron a los hombres en las oficinas y fâbricas.

Después de la guerra, las mujeres se quedaron en las oficinas y fâbricas. Aunque en los años cincuenta todavía se pensaba que el lugar de la mujer estaba en la casa, entre 1949 y 1974 se dobló el número de mujeres que trabajaban. En estos diez últimos años, el número de mujeres que trabaja ha aumentado considerablemente. En 1978, la mitad de las mujeres de más de dieciséis años tenía trabajo en este país. Hoy en día, casi todas las mujeres jóvenes trabajarán toda la vida, aunque se casen, aunque tengan niños, aunque no trabajen por algunos años para criarlos.

Las mujeres (al igual que los hombres) trabajan porque necesitan dinero. El costo de la vida ha subido y muchas mujeres tienen que trabajar para poder vivir bien. Muchas mujeres también trabajan porque quieren mejorar su nivel de vida. En otras palabras, las mujeres trabajan por las mismas razones que los hombres: porque quieren hacerlo o porque tienen que hacerlo.

Hay leyes que protegen los derechos de la mujer a recibir igual paga por igual trabajo y esto hace más fácil conseguir trabajo para una mujer. Las leyes más importantes son el Acta de los Derechos Civiles, las Enmiendas del Acta de Educación, y la Enmienda de la Ley de Iguales Derechos, que todavía no ha sido aprobada.

Cuando una mujer decide que ella quiere trabajar, hay varias consideraciones que afectan su selección del trabajo más adecuado. Por ejemplo, ella puede tomar en cuenta los opiniones de sus padres, de los parientes y de sus amigos. La presión social y los valores de la sociedad también afectan su decisión.

Los padres a menudo ejercen mucha influencia cuando las chicas eligen un trabajo. Si sus padres son conservadores, es muy probable que ella elija carreras que son consideradas más femeninas, como ser secretaria o maestra. Cuarenta por ciento de las mujeres hoy en día trabajan de secretaria, vendedora, tenedora de libros, criada, camarera, mecanógrafa, cajera, enfermera y costurera. Muchas mujeres trabajan en las fâbricas también.

Los ingresos de las mujeres que eligen esta clase de trabajo son de 60¢ por cada dólar que ganan los hombres que son soldadores, mecánicos de automóviles u otro oficio parecido. Las mujeres están reconociendo la diferencias y estan buscando instrucción y capacitación para entrar en campos de trabajo que las ayuden a aumentar sus ingresos.

Se necesita mucho coraje para dedicarse a la mecánica, siendo mujer. Cuando una mujer tiene estas tendencias, a menudo procede de un hogar muy bien formado. Estas chicas diferentes generalmente tienen estas características: vienen de hogares con más dinero; sus madres asistieron a la escuela por más años que las madres de mujeres más tradicionalistas; tienen mejores calificaciones escolares; tienen ideas más positivas acerca del papel de la mujer en la vida moderna; son mejores para las ciencias y las matemáticas, y son más activas en la universidad. La mayoría de las mujeres que hacen trabajos considerados como "trabajos de hombre", están muy interesadas en su trabajo y son también muy capacitadas.

Los mujeres generalmente escogen su profesión u oficio cuando están en la escuela secundaria. Ellas reciben la ayuda de los orientadores escolares y también la influencia de los modelos de mujer moderna que presentan la televisión, los periódicos, los revistas y el cine. Algunas veces, los tests de aptitud que les dan en las escuelas también las empujan a elegir "carreras femeninas". En realidad, las mujeres necesitan mejor información acerca de las carreras que pueden seguir para poder hacer mejores decisiones, porque hay tantísimas posibilidades de trabajo disponibles.

Hoy en día, los científicos están estudiando las diferencias entre las destrezas y las capacidades de hombres y mujeres para detectar si hay alguna razón para continuar con el concepto de que hay carreras para hombres y otras para mujeres. Estos expertos dicen que la razón principal de esta diferencia está en la manera en que se educa a los niños y a las niñas. La destreza o habilidad para hacer algo se desarrolla con práctica y la mayor parte de la gente puede hacer cualquier trabajo, sean hombres o mujeres. Las diferencias entre los sexos pueden ser realmente muy pequeñas si es que las hay. Es asunto de cada cual el desarrollar una destreza o nó.

Hay varias maneras de desarrollar una habilidad especial. Se puede ir a la universidad o a una escuela técnica o vocacional; se puede entrar de aprendiz o se puede aprender en el trabajo mismo. Los hechos demuestran que, poco a poco, las mujeres se están dedicando más a trabajos considerados "masculinos" y que los salarios son más altos que en el pasado.

Si usted es una mujer joven en busca de carrera o trabajo, usted se dará cuenta que las cosas están cambiando para mejor. Algunas cambian lentamente, pero se puede notar que ahora hay muchos más trabajos para hombres y mujeres y que los salarios son más altos que en el pasado.

La gente está rompiendo las barreras de la discriminación y este proceso va a continuar. Hay nuevas y atractivas carreras para hombres y mujeres. El futuro se vislumbra lleno de expectativas y oportunidades.

* * * * * * *

Al Editor:

De acuerdo a lo dicho en nuestra carta introductoria, estos artículos serán mucho más interesantes si usted los redacta tomando en cuenta las noticias locales. Las preguntas siguientes pueden quizás servir para investigar las noticias locales:

- ¿Qué trabajos para mujeres hay en su área? ¿Cuáles de estos trabajos son estrictamente regionales?

- ¿Qué problemas especiales encuentran las mujeres de su ciudad que han elegido carreras no-tradicionales?

- ¿Hay programas de capacitación para trabajos no-tradicionles para mujeres en su área?

Estas son sólo algunas ideas. Conociendo bien su comunidad, usted podrá, sin duda, formular otras preguntas interesantes para sus lectores e investigar las respuestas para ellos.

NOTICIAS BREVES

(W-S2a)

¿Qué clase de persona es usted? ¿Se siente en control de su propia vida? ¿O se siente dominada por otras personas? La clase de personalidad que usted tiene puede influír en el tipo de trabajo que escoja.

El hombre y la mujer que se sienten en control de su vida y su futuro tienen una cierta clase de personalidad. Los otros que se sienten como si otras personas o circunstancias externas controlaran sus vidas tienen otra clase de personalidad. La mujer que se siente en control de su propia vida tiene otra personalidad. Esta mujer es la que con más frecuencia escoge trabajos no-tradicionales como la ingeriería, la soldadura y la mecánica de automóviles, que son trabajos en los que se gana muchísimo más dinero. La mujer que se siente como si otros manejaran su vida sigue un trabajo tradicional como la enseñanza y la mecanografía. Quizás muchas mujeres que han llegado a ser maestras, bibliotecarias o mecanógrafas hubieran preferido llegar a ser carpinteros o albañiles en cambio, pero se sintieron obligadas a escoger un trabajo femenino.

Cuando usted piense en el tipo de trabajo que le gustaría tener, pregúntese a sí misma: ¿Qué tipo de persona soy yo? ¿Podré tomar mis propias decisiones en cuanto a mi carrera o dejaré que la presión social me influya?"

(W-2b)

He aquí algunos hechos y cifras de interés para usted:

* Según un informe del Departamento de Comercio, División del Censo, la familia tradicional en que trabaja el padre, la madre se queda en casa y los niños van al colegio representa ahora sólo el 16% de las familias de este país y este porcentaje continúa disminuyendo. Los hogares donde trabajan ambos padres son más comunes. En realidad, casi la mitad de las mujeres casadas trabajan en este país ahora. En muchos hogares (cerca de un 14%) la madre es la que mantiene a la familia, porque no hay marido.

* Según un reciente artículo en AFL-CIO News, alrededor de la mitad de las mujeres de este país trabaja. El porcentaje de mujeres solteras que están empleadas no ha cambiado mucho en las últimas décadas. No sucede lo mismo con las mujeres casadas: ellas son la mayoría de las mujeres que trabajan, hoy en día.

* El número total de empleados y trabajadores en el país ha aumentado mucho. Por supuesto, el número de mujeres que trabajan también ha subido considerablemente. Entre los años 1960 y 1976, los números han cambiado de la siguiente manera:

	Número aproximado de mujeres que trabajan	
	En 1960	En 1976
Empleadas y profesionales (incluyendo trabajos comerciales y de oficina)	11.330.000	17.000.000
Obreras y técnicos	3.500.000	4.750.000
Trabajos de servicio	4.500.000	5.000.000

* En estos días muchas mujeres están tomando trabajos que antes se consideraban masculinos, como la ingeniería, por ejemplo. Los hombres también están tomando trabajos que antes se limitaban generalmente a las mujeres, como la enseñanza básica, por ejemplo. Cuando una persona ingresa en un campo que antes se reservaba sólo para hombres o para mujeres, se dice que tiene un trabajo no-tradicional. Los trabajos no-tradicionales en los que la mujer puede ingresar son aquéllos que eligen sólo una mujer de cada cuatro (de 0 a 25%); algunos ejemplos son la dentística, la ingeriería y la contrucción. Los trabajos tradicionales son aquéllos elegidos por tres de cada cuatro mujeres (de 75 a 100%). Algunos ejemplos de estos trabajos

tradicionales son la enfermería y la enseñanza primaria. Algunos trabajos se encuentran en el área mixta. Por ejemplo, podemos tener de un 25% a un 75% de mujeres en trabajos no tan corrientes como el arreglo de escaparates o la pastelería. Aproximadamente dos mujeres de cada cinco (40%) de todas las mujeres que trabajan están en diez categorías de trabajo. Estas son: secretaria, vendedora, contadora, criada, maestra de escuela primaria, camarera, mecanógrafa, cajera, enfermera y modista. Se puede ver que éstos son trabajos tradicionales, son los que siempre han ocupado las mujeres. En tales trabajos generalmente se gana menos dinero que en los trabajos "de hombre."

¿QUE OFRECE EL FUTURO A LAS MUJERES? (W-S3)

Estamos en la época propicia para estudiar para ingeniero, técnico electrónico o experto agrícola. Al menos, ésa es la opinión de los expertos que estudian la demanda de trabajos. Si elegimos una de estas ocupaciones que en el pasado eran sólo para hombres, no sólo podemos las mujeres usar nuestro talento y capacidades, sino que además hacer mucho dinero.

Hay otras áreas que también prometen mucho a las mujeres. Por ejemplo, la Sección Femenina del Departamento del Trabajo dice que va a haber más trabajos en el área de administración en el futuro.

Además, va a haber más y mejores trabajos para mujeres en los gobiernos locales o municipalidades, especialmente para mujeres con educación universitaria. Cada día va a ser más necesaria una mejor educación también. Asímismo, van a crearse más puestos de alto nivel en los bancos.

Las mujeres también tendrán a su alcance muy buenos trabajos como abogados. Aunque muchas Excuelas de Leyes parecieran estar atochadas de alumnos, las grandes corporaciones van a necesitar más y más abogados en el futuro.

Esto no es nada más que una rápida visión de algunos nuevos trabajos para mujeres que estarán abiertos en el futuro. El Departamento del Trabajo nos entrega nueva información todos los meses. La tendencia esque cada día más mujeres eligen carreras no-tradicionales para ellas.

La tendencia va a ser más pronunciada en el futuro. El Consejo Nacional de Educación ha descubierto que el 17% de las mujeres que están entrando a la universidad en este momento quieren ser gerentes, doctoras, abogadas o ingenieros. Hace sólo 10 años, sólo el 6% de las chicas quería seguir estas carreras.

El cambio es mucho mayor en las carreras profesionales. Hay más mujeres que son abogados, farmacéuticas, doctoras y veterinarias. Hoy en día, hay más mujeres que nunca en oficios especializados como la carpintería. El Departamento del Trabajo en Washington se ha propuesto que para el año 1980, el 25% de las vacantes de los programas de capacitación para aprendices sean llenadas por mujeres.

El realidad, el futuro se vislumbra mucho más brillante y positivo para las mujeres hoy en día. ¡Adelante!

EL SIGNIFICADO DEL TRABAJO (M-S1)

> "Trabajar siempre ha significado mucho para mí. No hallaba las horas de cumplir 13 años y conseguir mi permiso de trabajo. Quería trabajar porque quería tener mi propio dinero. Esta idea llenaba toda mi vida: salir un día, encontrar trabajo, ganarme un salario y ser independiente. Y ser una persona adulta, eso también."
>
> Palabras de un chico de Nueva York.

Este es un pensamiento de un adolescente de las minorías (en este caso, un muchacho hispánico) que ha crecido en una gran ciudad. Estos jóvenes quieren y necesitar trabajar.

En general, ¿cómo se presenta la situación de trabajo para las minorías? Un informe reciente destaca los siguientes puntos importantes:

- Hay pocos jefes negros o latinos en las empresas privadas;
- Los indios americanos generalmente trabajan de obreros o prestando servicios, tales como limpieza y mantenimiento de edificios;
- Muy pocas mujeres de las minorías reciben salarios altos; (8 de 10 mujeres son mecanógrafas y 5 de 10 trabajan en labores de servicio).

Se entiende fácilmente que los negros, los latinos y las mujeres casi siempre terminan en los trabajos de más bajo nivel. Por un lado, la gente de gobierno urge a los jóvenes a seguir carreras interesantes y lucrativas, pero, por otro, pareciera que los hechos acorbadaran a los muchachos.

Esto tampoco les parece bien a los profesores, ni a los empleados de gobierno. Según estadísticas recientes del Departamento del Trabajo, un 40,3% de los adolescentes negros estaban sin trabajo, comparados con sólo un 16,1% de adolescentes blancos cesantes. Todavía hay restricciones en las nuevas oportunidades de trabajo para los negros y las otras minorías, según el HEW, Departamento de Salud, Educación y Bienestar Social.

Las oportunidades están mejorando, pero en 1974, sólo 710.000 negros eran profesionales o técnicos, mientras que más de 11 millones de blancos eran profesionales o técnicos. Las estadísticas que acompañaban a este informe decían:

Ingreso Promedio (1974)

Hombres		Mujeres	
Blancos	Negros	Blancas	Negras
$10.184	$6.630	$4.967	$4.107

El Trabajo Da Status

Esta situación es frustrante, dice un maestro de Florida. El dice: "En la sociedad más competitiva del mundo, el trabajo es más que una fuente de ingresos. El trabajo es una fuente de status y de auto-estimación."

Las escuelas ayudan a consolidar estas ideas. Desde que los niños entran al kindergarten, se les hacen actividades que los introducen al mundo del trabajo.

A medida que progresan, los estudiantes empiezan a buscar respuestas a tres de las principales preguntas que surgen cuando se elige una carrera:

- ¿Qué me importa más?
- ¿Qué puedo hacer?
- ¿Qué podría hacer?

Varios informes afirman que "la escuela no es la única responsable" de que haya tanta cesantía entre las minorías, pero que, a través de toda la historia de este país, la educación sí "ha influído significativamente en la manera en que los americanos piensan y en lo que hacen."

El Departamento de Salud, Educación y Bienestar Social (HEW) dice que las escuelas mismas no han causado los altos niveles de cesantía entre negros, latinos e indios. De hecho, los informes del HEW demuestran que las escuelas pueden ayudar a los negros, los hispanos, los indios americanos y a otros, cuando les inculcan el sentimiento de que ellos también pueden triunfar en nuestra sociedad.

Una Decisión Importante: Elegir Trabajo

A la mayoría de los jóvenes les importa mucho su futuro empleo. Los decisiones relativas al trabajo son importantes, pero difíciles de tomar, sobre todo porque muchas veces los estudiantes secundarios no tienen información de primera mano. Además, después de tomar una decisión es necesario ubicar una buena escuela y, luego, un buen trabajo.

Las mujeres, los negros, los latinos y otros grupos a menudo pasan trabajos tratando de conseguir buena instrucción y buenos puestos. Les hace falta coraje y apoyo de otra gente. Por suerte, este apoyo está siendo planificado cuidadosamente. No sólo las leyes, sino que los programas de instrucción para los jóvenes de las minorías pueden hacer más fácil la lucha de los negros, latinos, mujeres e indios. (Varios de estos programas educacionales son presentados en nuestra sección sobre "Miradas al Futuro").

* * * * *

Al Editor:

Ud. sabe cuán importantes son estas decisiones. Sus lectores están interesados en cualquier información que les ayude a tomar las decisiones básicas para su entrada al mundo del trabajo. Este informe general es una rápida visión de los problemas que encaran los adolescentes de las minorías raciales o étnicas cuando tienen que decidir acerca del oficio o profesión a escoger. Esta visión es muy general. Ud. podría modificar el carácter de este informe si lo acompaña de otros artículos acerca de la realidad educacional en su comunidad. En realidad, hemos querido despertar inquietudes y contestarlas. Neustras preguntas básicas le pueden servir a Ud. para desarrollar un artículo con el punto de vista local. Estas son las preguntas:

- ¿Qué programas locales existen en la comunidad para apoyar a los jóvenes de las minorías?
- En su ciudad, ¿tienden los programas experienciales a servir preferentemente a los chicos de las minorías? ¿Hay una tendencia entre los orientadores vocacionales

de las escuelas a dirigir a estos muchachos hacia los programos vocacionales?

- ¿Qué pueden hacer las escuelas locales por los estudiantes de las minorías?

Las respuestas que Ud. detecte serán lectura fascinante para aquéllos a quienes preocupa el lugar de los jóvenes de las minorías en la vida del trabajo. Se podrían escribir una serie de artículos, noticias y/o editoriales con los hechos acerca de este problema que Ud. descubra a nivel local.

NOTICIAS BREVES

(M-S2a)

Puede que no sea realmente una noticia para Ud., pero vale la pena saberla. Todavía hay discriminación contra las mujeres de las minorías que buscan trabajo. Esta situación también se produce cuando ellas ya se encuentran trabajando. Sus salarios son más bajos. La cesantía es más alta entre estas mujeres. Muchas mujeres trabajan en actividades que están por debajo de ellas; en otras palabras, a muchas les sobran claificaciones para el trabajo en que se están desempeñando.

En estos últimos diez años, sin embargo, se han logrado algunas mejoras en la situación de las mujeres de las minorías. No obstante, siguen ganando menos dinero que las blancas, los hombres de las minorías y los hombres blancos. También, a menudo trabajan en empleos menos calificados y ganan menos dinero. Por ejemplo, en un estudio hecho en la Universidad de Tejas se descubrió que los mujeres de las minorías ganan sólo un 88% del salario que ganan las blancas. Pareciera que la diferencia en salario es cada día más pequeña, pero falta bastante para que los salarios sean iguales.

(M-S2b)

¿Cuáles han sido los efectos de la desegregación? El Dr. Meyer Weinberg condujo un extenso estudio para descubrir la respuesta. Sus resultados pueden o no pueden sorprenderle:

- El rendimiento escolar o éxito en la escuela parece aumentar. Los niños de las minorías aprender más. Los niños de las mayorías continúan aprendiendo al mismo ritmo.

- Las actitudes raciales mejoran. Los niños negros y blancos desarrollan actitudes más positivas respecto a la otra raza.

- Los papeles que juegan los profesores y los directores de escuela son cruciales para desarrollar un respeto mutuo entre los alumnos de distintas razas.

El Dr. Weinberg también descubrió que los niños de las minorías que van a escuelas desegregadas desarrollan una visión más realista de su propio futuro vocacional y educacional. El afirma que "los sentimientos de autoaceptación y del valor de su propia persona" son más altos entre estos niños de las minorías que entre los que permanecen en escuelas segregadas.

UNA MIRADA AL PROVENIR (M-S3)

Cuando un chico entra a la secundaria, ya se da perfecta cuenta de que en el mundo que lo rodea hay un área muy importante: el trabajo. Los adolescentes de las minorías también se dan cuenta de que hay un gran porcentaje de cesantes entre ellos.

Las razones más corrientes para esta cesantía son: (1) bajos niveles de escolaridad, es decir, fallas en las "tres erres" (aritmética, lectura y escritura); (2) falta de habilidad para ubicar un trabajo y desempeñarse bien en él; (3) prejuicios raciales. Parece que no hubiera escapatoria posible. Los problemas están allí y son muy reales. Es necesario mucho trabajo y tiempo para solucionarlos.

¿Qué pasará en el futuro? Nadie lo sabe, por supuesto. Sólo podemos confiar en la información proporcionada por algunos trabajos de investigación.

El cuadro es positivo y negativo a la vez. Parece que hay áreas como la educación, la educación y las ciencias sociales que están copadas de postulantes y de graduados. Casi no hay vacantes en estas áreas y la situación va a empeorarse en el futuro, según un informe del Consejo Educacional de la Región Sur. Esto no quiere decir que aquellos jóvenes capacitados y tenaces a quienes les gustan estas áreas no puedan entrar a ellas. Sólo significa que las oportunidades de trabajo pueden ser escasas en algunas partes del país en algunas de las carreras de Pedagogía y en la Educación para el Hogar.

La situación va a mejorar, sin embargo, en otros campos en que, por lo general, los jóvenes de las minorías no han estado empleados: ingeniería, contabilidad, bibliotecología, planificación urbana, planificación regional y ciencias de la computación. Al planificar su futuro los jóvenes deberían considerar estos nuevos campos y explorar qué habilidades necesitan desarrollar y a qué escuelas o universidades tendrían que asistir. "El futuro empieza ahora mismo, cuando de planificar una carrera se trata."

En realidad, hay algunas soluciones muy buenas en marcha para el futuro. Por ejemplo, las leyes federales que prohiben la discriminación en el trabajo están empezando a derribar las barreras de los prejuicios raciales. Además, las escuelas se están preocupando de mejorar la enseñanza general básica. Por otro lado, se están creando muchos programas escuela-trabajo para solucionar los problemas básicos de cómo ubicar y desempeñarse bien en un buen trabajo.

Los programas de escuela-trabajo son una solución muy concreta para el futuro, no sólo para los jóvenes de las minorías, sino que para todos los estudiantes. Estos programas son generalmente llamados de "educación experiencial". Analicemos este nuevo enfoque.

La idea no es nueva en verdad. Por ejemplo, en la Edad Media los muchachos aprendían un oficio sirviendo de aprendices donde un maestro o artesano. En la época colonial, las niñas aprendían a coser y cocinar, porque todos los días ayudaban en las tareas del hogar.

Desde principios de la década del 70, hay una tendencia a aumentar las experiencias de los estudiantes por medio de actividades extraprogramáticas y otras experiencias fuera de la escuela. Un informe de investigación reciente describió un programa de "educación experiencial" para redactores periodísticos de la siguiente manera: "Es un programa experiencial diseñado para estudiantes interesados en ser periodistas que va a proporcionar experiencias laborales reales para ellos, fuera de la sala de clases. Es así como los estudiantes van a participar en las actividades diarias de los periodistas, compartir su ambiente, trabajar en el diario y gradualmente adquirir el conocimiento y las habilidades para ser un buen periodista".

Mucha gente y muchos grupos distintos están considerando estos programas de escuela-trabajo con mucha seriedad. Por ejemplo:

- A los estudiantes les está interesando caca vez más el recibir una educación que esté más relacionada con sus futuros papeles como adultos.

- A los empleadores les interesa contratar empleados con experiencia.

- A toda la sociedad le interesa aliviar la tensión producida por los jóvenes cesantes por medio de experiencias laborales que sean también educacionales.

- A los profesores y a los padres les interesa que los estudiantes se gradúen de la secundaria poseyendo habilidades que les permitan desempeñarse bien en el trabajo y en la vida.

Varios de estos programas se han iniciado ya en muchas partes del país. (Consúltele al Director de la escuela o a los profesores y pídales detalles). Los programas han recibido una variedad de nombres tales como:

- Programas de estudio y trabajo
- Programas de pre-capacitación
- Internados
- Capacitación en el trabajo
- Programas de "Manpower"
- Programas de educación para el trabajo
- Programas de instrucción y empleo
- Programas de experiencia en el trabajo
- Programas de educación para las carreras
- Programas de educación cooperativa

En otras palabras, estos programas combinados de estudio y trabajo son muy adecuados para todos los estudiantes. Aunque en el pasado muchos programas fueron diseñados sólo para las minorías, estos programas tienen mucho que ofrecer a cualquier estudiante que esté en el octavo a noveno grado o más adelante: chicos o chicas, impedidos o bilingües.

Con esta visión más amplia de lo que las escuelas pueden hacer para estrechar la distancia entre escuela y trabajo, creemos que podemos decir con toda propiedad que "el futuro empieza ahora".

TRABAJO PARA LOS IMPEDIDOS (H-S1)

De muchas maneras, la vida para un estudiante empedido no es muy diferente de la de un alumno no-impedido. Ellos también tienen que decidir qué van a hacer después de su graduación y responderse esta pregunta: "¿Qué carrera voy a seguir?".

Muchos factores influirán su decisión. Por ejemplo, la demanda de trabajo, la influencia de la familia y los amigos, la información sobre las habilidades necesarias para cada trabajo.

Los estudios hechos al respecto también indican que hay otra consideración muy importante para los estudiantes impedidos: Ellos a menudo están incapacitados para el trabajo que ellos piensan que pueden hacer. Por lo tanto, tienden a elegir carreras que no les interesan.

Dicen los investigadores que hay por lo menos seis requisitos importantes que cumplir para poder elegir un campo de trabajo:

- Informarse y explorar distintos trabajos. ¿Qué habilidades se necesitan para desempeñarse en ciertos trabajos?
- Seleccionar y planificar el desempeño en una ocupación. ¿Qué entrenamiento especial es requirido?
- Tener buenos habitos de trabajo. ¿Qué debo hacer para demostrar que me desempeño bien?
- Tener buenas capacidades generales. ¿Qué preparación general debo tener?
- Aprender las destrezas específicas de una ocupación. ¿Qué talentos especiales se requieren?
- Buscar, conseguir y conservar un trabajo. ¿Qué habilidades específicas se necesitan para encontrar un trabajo y desempeñarse bien en él?

Teniendo estos preguntas en mente, los estudiantes impedidos de la secundaria deberían considerar una amplia gama de carreras, tal como los estudiantes no-impedidos. Un reciente informe al Presidente de Los Estados Unidos, sin embargo, demuestra que es muchísimo ma difícil encontrar trabajo para un impedido que para un no-impedido. El informe también dice que aquéllos que sí tienen un trabajo están subempleados, es decir, tienen trabajos en que no usan sus capacidades.

El informe del Comité para el Empleo de los Impedidos al Presidente del país dice que sólo 4 milliones de los 11 millones de impedidos que pueden trabajar están trabajando realmente. Muchos de los que están trabajando están subempleados.

¿Qué significa esto? Que estos impedidos son capaces de desempeñarse en ocupaciones de nivel más alto que las que tienen. Sus trabajos son a menudo mal pagados, tienen menos responsabilidades que afrontar y no son un desafío para el individuo.

Apenas un 21% de los estudiantes impedidos que se graduaron de la secundaria entre 1972 y 1976 pudieron encontrar trabajo o quisieron continuar su educación superior. Son los resultados de otro estudio. También se detectó que el 26% de aquéllos que entraron a establecimientos de educación superior van a quedar cesantes cuando se gradúen, y que un 40% van a ser subempleados.

En otro estudio se consluyó que la mayoría de los estudiantes que se gradúan de la secundaria están en peligro de convertirse en cesantes o subempleados, a pesar de sus excelentes calificaciones escolares.

Las soluciones no son fáciles. Algunos informes son más optimistas. Por ejemplo, en aquéllos en que se compara el trabajo de impedidos y no-impedidos, se ha determinado que los impedidos faltan menos al trabajo, que producían normalmente y que no son propensos a más accidentes que cualquier otra persona. Además, ellos tienden a conservar sus puestos por más tiempo.

Los resultados de otro informe son aún más exitosos y alentadores. Dice que los sordos por ejemplo, producen más que los obreros no-sordos en las fábricas en que hay mucho ruido. Que los empleados que tienen problemas con la vista, comprenden mucho más rápido las técnicas para trabajar con computadoras. Otros estudios han determinado que las metas, talentos y destrezas de los impedidos son similares a los de cualquier otra persona.

Los orígenes de los obstáculos que los impedidos tienen que vencer son tan variados como los impedimentos mismos.

Los oportunidades para los impedidos deben empezar, dicen los expertos, con mejor educación. Sin embargo, las investigaciones indican que los escuelas a menudo no satisfacen las necesidades de los impedidos. Considermos los siguientes ejemplos:

- Malos sistemas de información. Algunas escuelas no informan bien a los impedidos acerca de las oportunidades de trabajo que hay para ellos.
- Fallas en la instrucción para los impedidos. Los estudiantes muchas veces aprenden a hacer trabajos demasiado elementales, cuando podrían en cambio especializarse en un área ténica.
- A menudo las escuelas no ofrecen programas de re-entrenamiento para los impedidos.

Las leyes más recientes han ayudado a los impedidos abriendo más oportunidades para ellos. Y algunas escuelas y universidades están ahora diseñando nuevos programas para ajustarse a las necesidades de los impedidos. Pero los expertos dicen que éste es sólo el comienzo.

Las nuevas leyes y los edificios re-acondicionados solucionan el problema sólo en parte. Hay muchos obstáculos que vencer. Algunos son obstáculos físicos, como la falta de rampas para los impedidos que andan en silla de ruedas. Los más grandes, sin embargo, son los obstáculos que no se ven, como las actitudes negativas de la gente.

Dicen los investigadores que los actitudes que uno tiene son muy importantes para encontrar un trabajo. Influyen al empleador tanto como al postulante a un trabajo.

Se sabe que una persona que ya ha contratado a un impedido antes tiene la tendencia a contratar a otros impedidos sin mayores problemas. Por su parte, los impedidos tienen más éxito cuando se sabe lo que se espera de ellos.

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Al Editor:

Al igual que los otros estudiantes en su escuela, a los impedidos les preocupa qué carrera van a seguir. Ellos quieren matricularse en los cursos apropiados y quieren saber en qué es necesario prepararse.

Como lo indica nuestro primer informe, ellos encaran algunos problemas extras al tomar cualquier decisión. Algunas veces estos son problemas de falta de información y nada más. Pero, muy frecuentemente, los problemas se relacionan con las actitudes, generalmente negativas, que la gente tiene hacia ellos, o que ellos tienen acerca de sí mismos.

La investigación científica ha demostrado que los impedidos pueden desempeñarse tan bien como los no-impedidos, excepto en aquellas áreas en que su impedimento los imposibilita.

¿Qué significa todo esto para sus estudiantes? La respuesta está en las conexiones que Ud. vea entre el artículo y la realidad en su escuela. ¿Cuáles son las reacciones a nivel local? Para desarrollar una polémica, use las signientes preguntas:

- ¿Qué programas especiales hay en su distrito escolar para satisfacer las necesidades de los impedidos?
- ¿Qué planes hay para el futuro?
- ¿Qué piensan los alumnos de los problemas de sus compañeros impedidos?

LAS RAMPAS, NUEVA ENTRADA A LAS ESCUELAS
(H-S2a)

Una nueva ley federal exige ahora que ciertos alumnos reciban instrucción de una manera diferente. El Acta de Instrucción de Todos los niños Impedidos de 1975 garantiza educación pública gratis a todos los niños impedidos entre los 3 y los 21 años.

Los efectos de esta ley son profundos. El cambio más inmediato será la eliminación de muchas clases y programas "especiales" para los impedidos. El nuevo enfoque consiste en incorporar a los impedidos al programa corriente, de tal manera que impedidos y no-impedidos reciban la misma instrucción en el mismo ambiente. En inglés este proceso se llama "mainstreaming" y es el resultado de la aplicación de algunos estudios científicos en que se ha descubierto que no es bueno aislar a los alumnos impedidos. En estos estudios se ha descubierto que los estudiantes impedidos aprenden más cuando están rodeados de un ambiente normal de instrucción.

Para implementar el proceso, va a ser necesario modificar algunas partes de los edificios de las escuelas para que auditorios, cafeterías y aulas sean más "accesibles" para los impedidos: se construirán puertas más anchas y muchas rampas para facilitar el acceso de las sillas de ruedas a los edificios. Ahora ya sabe usted para qué son.

Además es posible que en el futuro su aula pueda tener dos maestros en vez de uno. En términos técnicos, se podría decir que la clase tendría un "profesor o maestro" y un "intérprete" para cumplir con las recientes leyes federales que garantizan igual educación a los estudiantes impedidos. Esto quiere decir que todas las personas impedidas en edad escolar pueden asistir a las escuelas comunes y a cualquier clase no-especial o standard ofrecida por la escuela.

Una de las necesidades de implementación de estas leyes será la de tener intérpretes de "lenguaje de señas" para sordos en las salas de clases tradicionales al menos parte del tiempo. Estos "interpretes" reciben entrenamiento especial para comunicarse con las personas que tienen problemas de audición y no son profesores. Este lenguaje ha servido de medio de comunicación por años para poder transmitir las instrucciones del profesor a estos alumnos impedidos. El lenguaje de señas y el equipo especial para los enfermos de la vista y los ciegos puede que sea introducido en las salas de clases corrientes si se incorporan a ellas estudiantes impedidos.

(H-S 2b)

En un informe a la Casa Blanca, el Comité del Presidente para el Empleo de los Impedidos, presentó los descubrimientos hechos en estudios que comparan los historiales de trabajo de los impedidos con los de obreros no-impedidos. El Comité estaba tratando de determinar si la gente con impedimentos físicos o mentales eran tan "buenos" trabajadores como los trabajadores "normales". Los resultados estuvieron a su favor: los impedidos son tan buenos trabajadores como los trabajadores no-impedidos. Los estudios comparan varios factores importantes que describen el valor de un buen empleado. Por ejemplo, asistencia, cantidad de producción, respeto de las precauciones contra accidentes industriales, conciencia de la seguridad industrial y la habilidad de lograr promociones dentro de una compañía. En algunos casos, los impedidos recibieron mejores cómputos o puntajes que los impedidos.

PERSPECTIVAS PARA EL FUTURO (H-S3)

Se calcula que en estos últimos diez años se han invertido milliones de dólares en programas de ayuda para los "impedidos". Estos programas han sido ofrecidos en casi todas las áreas de vida de una persona que tiene ciertas limitaciones físicas o mentales. Mucha gente ha tenido accєso a estos programas: niños y adultos, impedidos y padres de niños impedidos, etc. Algunos de estos programas han sido auspiciados por el gobierno y otros no.

¿Pero qué le ofrece el futuro al impedido, de todas maneras? Por experiencia y por lo que sabemos de los útimos estudios, sólo podemos decir: necesitamos saber más.

Lo que más falta, según nuestro parecer, es una manera de determinar las necesidades expecíficas de cada impedido tomado individualmente. Esto adquiere especial relieve en las escuelas, porque ningún otro grupo minoritario sufre tanto de falta de educación adecuada como los impedidos.

En estos últimos años las escuelas han cambiado un poco, por suerte. Muchos programas están incluyendo instrucción vocacional. A media que más estudiantes impedidos se incorporan a las escuelas, se van a necesitar muchos cambios en los sistemas escolares. Se van a necesitar nuevos méthodos de enseñanza, por ejemplo.

Los estudiantes "corrientes" van a jugar un rol muy importante en los cambios también. La aceptación e incorporación de los nuevos alumnos va a ser en gran medida decidida por los estudiantes no-impedidos, quienes deben tratar de comprender a sus "nuevos" compañeros de curso.

¿Qué dificultades tendrán que enfrentar los impedidos que buscan trabajo en el future? Por ejemplo, ¿se van necesitar mas técnicos en los próximos diez años?

Estas preguntas son barajadas todos los días en la Oficina de Estadística de la Secretaría del Trabajo en Washington. Ellos tratan de contestarlas analizando la gran cantidad de información que recogen en todas partes.

Las tendencias del mercado del trabajo para el futuro se pueden predecir. La predicción actual es que se van a necesitar cada vez más empleados y profesionales, pero menos obreros semi-calificados. Esta predicción puede ayudar a muchos impedidos que están tratando de tomas decisiones para el futuro ahora.

Segun las estadísticas del gobierno, la cantidad de trabajos semi o no-calificados para obreros va a permanecer igual o va a disminuír un poco en los próximos veinte años. Estos trabajos son muy difíciles de obtener para los impedidos. Aunque algunos de ellos podrían trabajar de obreros, casi siempre se les da con la puerta en las narices cuando postulan a un puesto en una fábrica o industria.

Las investigaciones indican que los impedidos pueden tener mucha mejor suerte cuando postulan a trabajos de oficina o de índole profesional. Podemos predecir entonces, que los impedidos van a tener más oportunidades en los años próximos.

Esto es de la mayor importancia para los impedidos. La situación en el presente indica que los impedidos podrían tener mucho más éxito. Por ejemplo, el Comité del Presidente para el Empleo de los Impedidos nos informa que una de cada once personas es impedida. Unos 11 milliones de americanos entre los y los 64 años de edad están en esta categoría. Estas cifras están basadas en los datos del censo del año 1970; deben ser más altas ahora, por supuesto.

El Comité también estudió otros aspectos acerca de los problemas del trabajo y nos porvee información muy valiosa. Por ejemplo, comparados con el resto de la población como un todo, hay una proporción más grande de impedidos que nunca han trabajado. Un cuatro por ciento de los hombres impedidos (de 18 a 64 años de edad) nunca han trabajado. En cambio, sólo un dos por ciento de toda la población masculina no-impedida no ha trabajado nunca. Por otro lado, un 11% de la población femenina no-impedida no ha trabajado nunca. En otros estudios también se indica que hay mucha mas cesantía y subempleo entre los impedidos que entre la gente no-impedida.

No hay que ser pesimista, sin embargo. Existen nuevas leyes federales que van a proveer los fondos para mejores programas para los impedidos. Estos nuevos programas, sumados a los ya en existencia, van a dar como resultado gente impedida que va a estar mejor preparada para enfrentar los problemas de la vida del trabajo en el futuro y que van a poder postular a trabajos que en el pasado jamás hubieran soñado tener.

LOS ESTUDIANTES BILINGÜES Y EL DESARROLLO DEL LENGUAJE (B-SI)

¿Qué hace a una persona bilingüe? ¿Es la habilidad para hablar dos o más lenguas? ¿Depende de lo bien que se usen las lenguas? ¿Depende de cuántas personas en la familia usan las dos lenguas? A fin de ser considerado bilingüe, ¿tiene uno que ser capaz de y escribir bien las dos lenguas, además de hablarlas bien?

Los investigadores que han estudiado a los adultos y a los niños bilingües están de acuerdo en que para ser considerado bilingüe uno tiene que ser capaz de hablar las dos lenguas. Sin embargo, en famillia, con los amigos, de compras, y en el trabajo, las habilidades de escuchar, escribir, leer y pensar son igulamente importantes que la habilidad de hablar. Aún así, el solo aprendizaje de las habilidades lingüísticas no es suficiente. Es también necesario que la persona bilingüe aprenda a distinguir cuándo usar uno u otro idioma. En realidad, ellos deben ganar el "dominio" de la lengua a fin de que sean capaces de funcionar bien en las dos lenguas. A fin de desarrollar su vida con facilidad, la persona bilingüe necesita saber cómo desplazarse entre la familia, la escuela y el trabajo.

Un investigador ha sugerido dos puntos que son muy importantes para determinar cuál idioma es dominante en un niño. Uno, es saber si alguien en la familia hable otra lengue; otro, es saber cuántas personas en la familia hablan esta lengua. Hay una escala que muestra esto:

(1)	(2)	(3)	(4)	(5)
Sólo se habla un idioma extranjero	Se habla un idioma extranjero casi todo el tiempo	Bilingüe. Se habla inglés y otro idioma	Se habla inglés casi todo el tiempo	Sólo se habla inglés

Este experto señala que lo que hace bilingüe a una persona es cuánto y en qué profundidad habla un idioma. A medida que los niños se transladan de la casa a la escuela y a la vida del trabajo, la gradual adquisición del inglés les va a permitir funcionar mejor en un mundo de dos lenguas y dos culturas.

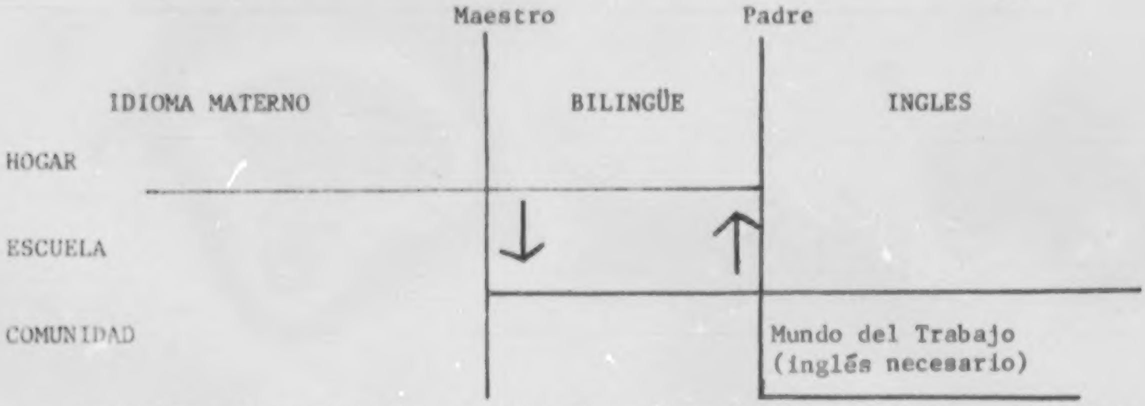
Otro investigador desarrolló un modelo de cuatro etapas para demostrar cómo el estudiante desarrolla habilidades en la casa y en la escuela:

Etapa 1: Hogar, donde se hable la lengua nativa.
Etapa 2: Escuela, primeros grados: se usa la lengua meterna para la instrucción y se empieza a introducir el inglés.
Etapa 3: Hogar y comunidad, donde el desarrollo de los idiomas continúa y el niño funciona bien en inglés y en su lengua nativa.
Etapa 4: Escuela, otra vez, donde se usa cada vez más el inglés para la instrucción.

En la etapa 4, el niño puede ser transferido a un programa bilingüe, a un programa corriente con toda la instrucción en inglés o a un programa en inglés que explora distintas posibilidades de trabajo.

Un tercer investigador ilustró el desarrollo del lenguaje en el niño de la siguiente manera. En este modelo, el idioma es usado para las necesidades personales y tambien para la escuela y para el mundo del trabajo. La lengua nativa se usa en casa; el inglés se usa para actividades relacionadas con la escuela, las compras y los trabajos.

Modelo de lenguaje para el Hogar, la Escuela y la Comunidad



Los padres determinan hasta qué punto se usa la lengua nativa en el hogar. Los profesores determinan el uso del inglés en la escuela. El idioma materno se usa con la familia. Al mismo tiempo, el inglés es usado en los grupos comunitarios fuera del círculo familiar. El mundo del trabajo, que apoya a la familia y a la escuela, usa el inglés solamente.

El estudiante bilingüe debe vivir en dos mundos, con dos lenguas y dos culturas. En el trabajo, el inglés es más importante. A nivel familiar y con los amigos, la lengua materna está en primer lugar. La escuela es como un puente que une el idioma nativo hablado en casa con el inglés que es hablado en la comunidad más amplia. A medida que se avanza en la escuela es muy importante usar el inglés cuando se habla de las carreras. Los estudiantes entienden mejor el mundo del trabajo cuando salen de la escuela si se les ha ayudado a entender los conceptos relacionados con las carreras y las ocupaciones en inglés.

EL RENDIMIENTO ESCOLAR Y EL ESTUDIANTE BILINGÜE (B-S2)

El término bilingüe se usa para describir a una persona cuya lengua nativa no es el inglés y también para referirse a aquellas personas que hablan una segunda lengua, además del inglés. Sin embargo, un 40% de los 25.000.000 de bilingües en los Estados Unidos no peuden leer ni escribir bien su idioma nativo, ni el inglés.

Los estudiantes bilingües tienen los problemas de los adultos bilingües. Muchos se comunican muy mal al hablar, leer, escuchar o escribir. Y como el rendimiento escolar se ha medido tradicionalmente por medio de estas destrezas básicas, los estudiantes bilingües se van quendado atrás en la escuela con mucha más frecuencia que los alumnos que hablan inglés. Esta es la razón por la cual muchos bilingües tienden a desertar de la escuela con mucha más frecuencia también.

Al nivel elemental, entre un 15% y un 17% de los niños que no hablan inglés están retrasados en dos o más años en su educación. En cambio, sólo un 10% de los niños de habla inglesa está atrasado en la escuela, con respecto a los niños que van avanzando normalmente. A medida que subimos en los grados de la escuela, la desproporción se va haciendo cada vez más grande. En los grados 9 al 12, alrededor de un 35% de los alumnos que no hablan inglés están dos o tres grados más retrasados que sus compañeros cuya lengua nativa es el inglés. Por el contrario, sólo un 11% de estos últimos están atrasados con respecto a su nivel.

El resultado es que los estudiantes cuya lengua nativa no es el inglés presentan tasas de deserción y de fracaso escolar más altas que sus compañeros que son nativos del inglés. La proporción general de deserción es de 1 estudiante por cada 10, según estadisticas del Centro Nacional de Estadísticas Educacionales. Entre los estudiantes cuya lengua nativa no es el inglés, sin embargo, la tasa sube a cuatro de cada diez. La situación es aún peor entre los alumnos bilingües de ciertos grupos; por ejemplo, sólo un 1% de los niños hijos de trabajadores migrantes se gradúa de la escuela secundaria.

Es claro, entonces, que el estudiante que no habla inglés está en una situación muy difícil. Sus posibilidades de conseguir un empleo son muy limitadas, en consecuencia, porque en general nunca aprenden las habilidades básicas que son necesarias para conseguir mejores trabajos. Además, les hace falta el diploma de la secundaria para poder ser elegibles para los programas de entrenamiento en el trabajo. Los trabajos que pueden conseguir, entonces, son sólo de nivel muy bajo, como, por ejemplo, trabajos domésticos, de aseo de edificios, de oficina o de obrero no-calificado. La paga en estos trabajos es muy baja y las posibilidades de promoción son prácticamente nulas. Podemos decir que el futuro de los estudiantes que no hablan inglés es muy difícil e incierto.

El inglés es, por supuesto, el idioma usado en las escuelas públicas. En estos últimos años, sin embargo, varias escuelas han iniciado programas bilingües para que los alumnos que no hablan inglés puedan aprender la lengua inglesa y también habilidades básicas para la vida del trabajo.

Estos programas recibieron un especial impulso de la decisión de la Corte Suprema de Justicia en 1974 (Lau v. Nichols). La Corte dictaminó que aquellos estudiantes cuya lengua nativa no era el inglés no habían recibido las mismas oportunidades educacionales que los alumnos cuya lengua sí era el inglés. El resultado inmediato fue que se crearon más y más programas bilingües, incluso programas para el desarrollo de destrezas laborales y de orientación vocacional.

La "Educación Bilingüe" es el conjunto de proyectos especiales diseñados por las escuelas para satisfacer las necesidades de aquellos estudiantes cuya lengua nativa no es el inglés. Estos proyectos incluyen destrezas laborales enseñadas tanto en inglés como en la lengua nativa. Por supuesto, los programas varían de escuela en escuela.

Algunos programas son iniciados en la lengua nativa de los educandos, la que se va gradualmente reemplazando por el inglés, a medida que el estudiante va aprendiéndolo. En otros programas se enseñan las asignaturas en dos idiomas, por ejemplo, español e inglés: esta instrucción en los dos idiomas continúa hasta que el program termina. Un programa de educación vocacional en Tejas sigue las siguientes etapas: introducción a las habilidades laborales en español; parte de la instrucción se dio en inglés desde el principio, de manera que los estudiantes pudieran entender ideas en inglés. A medida que avanzaba el programa, se uso más y más inglés, hasta que el estudiante fue capaz de usarlo muy bien. Los programas como éste, en que la instrucción se inicia en la lengua nativa para luego ser reemplazada por el inglés, son muy comunes en distintas partes del país.

Los programas bilingües a menudo enfatizan la enseñanza del inglés, la enseñanza de destrezas laborales o vocacionales y una conciencia para la vida del trabajo. Existen muchas clases de programas y no hay consenso general sobre la manera en que éstos deben conducirse. Sin embargo, se ha concluído que tales proyectos educacionales deberían incluír los siguientes componentes:

- presentación de la realidad laboral a nivel local y nacional.
- presentación de materiales referentes a ocupaciones conocidas para los estudiantes.
- presentación de materiales referentes a trabajos específicos.
- desarrollo de una positiva imagen de sí mismo.
- desarollo de buenas actitudes hacia el trabajo.
- desarrollo de la habilidad para tomar decisiones.

Al Editor:

En la medida de sus fuerzas, estos artículos generales de introducción debieran hacerse más específicios por medio de la inclusión de información y estadísticas a nivel local. Estos materiales deberían ser adaptados a la situación de su escuela en particular, por medio de la incorporación de respuestas a preguntas como las siguientes en el texto:

- ¿Cuántos estudiantes no son nativos del inglés?
- ¿Qué lenguas hablan?
- ¿Hay programas específicios de educación bilingüe en su escuela?
- ¿Cómo están organizados estos programas?
- ¿Que programas existen que incluyen componentes tales como orientación vocacional, introducción a las carreras y exploraciones en la vida del trabajo para los bilingües?
- ¿Se han implementado programas de ayuda para los estudiantes que no hablan bien el inglés o que son bilingües para que no deserten la escuela y completen su educación?

HECHOS Y NÚMEROS ACERCA DE LAS FAMILIAS BILINGÜES (B-S3)

Unos 25 millones y medio de personas (un 13% de la población nacional) hablan un idioma que no el el inglés como "lengua nativa". Todos los años este número sube en más de 400.000 personas a medida que nacen más niños y que llegan nuevos inmigrantes a los Estados Unidos. Se espera que para 1980 los habitantes cuya lengua nativa no sea el inglés haya subido a un 17,5% de los jóvenes en edad escolar.

En 1975, el Centro Nacional de Estadísticas Educacionales identificó los diez grupos mayoritarios de gente cuya lengua nativa no es el inglés y que usan una lengua extranjera para comunicarse. Estos son los datos:

Idioma hablado en la casa	Número total de personas de 4 o más años	Porcentaje
Inglés(monolingües)	167.665.000	85
Idiomas extranjeros	25.347.000	13
Español	9.904.000	
Francés	2.259.000	
Alemán	2.269.000	
Italiano	2.836.000	
Griego	488.000	
Portugués	349.000	
Chino	534.000	
Filipino	377.000	
Japonés	524.000	
Coreano	246.000	
Otros	5.559.000	
No reportado	3.786.000	2
TOTAL	196.796.000	100

(Nota: Estas cifras pueden ser más altas ahora.)

Los hispanófonos o hablantes de español representan casi un 40% del total de bilingües y los que hablan italiano, alemán y francés representan cada uno un 10% de todo el grupo, aproximadamente.

Aunque el inglés y el español son las lenguas más usadas en las escuelas públicas, un gran número de otras lenguas están siendo usadas en la instrucción en programas auspiciados por el gobierno de los Estados Unidos. Una tabla en un artículo de una revista dice que en las escuelas públicas se enseñan un total de 63 lenguas extranjeras agrupadas en 19 grupos. Además del inglés y el español se consultaban: lenguas de los indios de los Estados Unidos, árabe, armenio, cambodiano, chino, esquimal (varias lenguas), filipino, francés, alemán, griego, hebreo, italiano, japonés, coreano, micronesio (varias lenguas), polaco, y vietnamés.

De estos veinticinco millones de personas que podemos llamar bilingües, entre 8 y 10 millones están por debajo de los niveles normales de comunicación, tanto en su lengua nativa como en inglés. En términos prácticos, esto quiere decir que estas personas no poseen las habilidades básicas de la lectura, escritura, la communicación oral, ni la comprensión auditiva corrientes.

Los hijos de padres que no pueden comunicarse bien ni en su lengua nativa, ni en inglés, a menudo tienen los mismos problemas de sus padres. Estos niños "bilingües" aprenden muy rápidamente a no usar el inglés en casa. Por otro lado, el inglés que aprenden fuera de casa es generalmente sub-standard, lo que inmediatemente los convierte en virtuales "impedidos" para incorporarse a la vida del trabajo.

Desde otro punto de vista, estos niños bilingües tienen la ventaja de hablar más de una lengua, lo que les hace potencialmente muy poderosos. Sin embargo, estos jóvenes sienten las presiones del mundo exterior (incluído el mundo del trabajo) mucho antes que cualquier estudiante de habla inglesa solamente, porque necesitan dominar bien las dos lenguas para sobrevivir.

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TO THE EDITOR:

A project in which we believe you will be interested is underway at the National Center for Research in Vocational Education. Funded by the National Institute of Education, it is called the Knowledge Interpretation Project and it is precisely that! The intent of the project is to take key research findings in several fields and "re-format" them so that they have meaning and utility for other audiences.

Much of the research done in education, of course, is written by researchers and is intended for research audiences. Unfortunately, the reports are often written so that they are not understandable to or useful for the general public.

We are attempting to interpret several existing reviews of research and disseminate the results in various forms for students, teachers and guidance counselors, school administrators, and the general public.

The four areas of research on which we are focusing are: women and sex equity, minorities, handicapped, and bilingual. Within these general areas, the specific focus is on the "world of work."

We have prepared several news releases in these areas which we are hoping you will be able to utilize during the next few weeks. At the same time, a local high school in your district (______________________ High School) also has received packets of materials intended for the following audiences:

- inserts for student newspapers
- related items for teachers and counselors
- informational brochures for school administrators

Our approach is to try to fashion a coordinated effort in disseminating what we believe is critical information for a number of related "target" audiences.

We deeply appreciate your assistance in helping us improve the career education and guidance of young people through this joint dissemination effort.

Robert Bhaerman
Project Director
Knowledge Interpretation

(I)

For more than twenty years, the difference in earnings between women and men has remained approximately the same, despite the huge influx of women into the labor force in recent years. According to the U.S. Department of Labor's Bureau of Labor Statistics, in 1977, women who worked year round, full time, earned on the average about 60 cents for every dollar earned by men. The earnings differential between working men and women has stayed in the range of 58 to 63 percent for more than twenty years. During that period of time, the proportion of women in the population who work has risen from 34 to 50 percent. Four out of every 10 workers are women.

A major reason for the continued difference in earnings is the fact that 6 of every 10 women are still concentrated in low-paying female jobs, including clerical, service, and retail sales jobs. Another reason is the fact that a large number of women entering the work force have entry-level positions, and their earnings may be temporarily holding down the average earnings of all women, according to the Bureau of Labor Statistics. Divorced women have a higher rate of labor force participation than women of any other marital status.

(II)

Being black and living in a family headed by a woman gives a person a better than 50-50 chance of being poor, according to a report by the U.S. Department of Labor.

Income Inequality and Employment, a report by the Department of Labor's Employment and Training Administration, reveals that in 1976, 28 percent of black families were poor, as compared to 7 percent of white families. Thirty-three percent of families headed by women were poor as compared to 6 percent of families headed by men. Twenty-five percent of the white families headed by women were below the poverty level, and 52 percent of the black families headed by women were poor.

These figures were based on the poverty income level established for 1976 under the U.S. Bureau of the Census. Poverty level incomes were $5,800 or below for nonfarm families and $4,950 for farm families in 1976.

(I)

Among the many studies showing the lower occupational status of minorities and women, one has come up with some surprising results--black married women in professional jobs use their education more and often earn higher salaries than their white counterparts.

In a 1976 study sponsored by the Midwest Council for Social Research in Aging, St. Louis, Mo., black married women with college educations and professional careers had higher incomes than white women with the same status. Higher incomes for blacks resulted from the fact that they worked more hours per year on an average than whites. White married women earned more for their time spent working than black married women with similar jobs and education.

Black married women with about three years of college earned about the same income as white women with the same amount of education. Black women earned less than whites at lower levels of education.

The study also showed that black married women are influenced more than whites by education, family, background, and early achievements. Higher earning ability in black females was related to the mother's educational level. Black females from urban communities were also more likely to earn higher salaries than those from rural communities or small towns, according to the study.

(II)

Despite high teenage unemployment rates and industry demands for experienced workers, high school students are not taking advantage of the opportunities for training which are available to them. And many school administrators are not aware of the work experience programs for in-school or disadvantaged and out-of-school youth. According to the National Center for Research in Vocational Education, there are many programs designed to help teenagers acquire needed job skills.

According to the National Center, seven types of work experience programs are available to high school students or out-of-school youth. These include: cooperative vocational education programs; employment, training, and educational motivation programs; experience-based academic programs; career exploration programs; apprenticeship programs; supervised volunteer work; and general work experience programs.

The most extensive work experience programs for high school age and older youth are those operated by the U.S. Department of Labor. These programs are primarily for disadvantaged youth. Many are funded under the Comprehensive Employment and Training Act (CETA).

Two major programs under CETA are the Youth Employment and Demonstration Projects Act (YEDPA) and the Job Corps. YEDPA has created 400,000 jobs for disadvantaged youth, and the Jobs Corps is expected to provide jobs for 90,000 youth by the end of fiscal 1979. Federal programs like these provide work for about 15 percent of all adolescents seeking jobs.

ON THE HANDICAPPED (NR-H/E)

(I)

The handicapped person in America suffers from more than his or her disability. The majority of handicapped people in this country are unemployed or underemployed. In 1976, the President's Committee on Employment of the Handicapped published data indicating that only 4 million of the 11 million handicapped persons of employment age had jobs.

Statistics from the U.S. Office of Education's Bureau of Education for the Handicapped reveal an even more discouraging future for handicapped students in the nation's schools. The Bureau has predicted that 21 percent of the handicapped children leaving school in 1972-76 would be fully employed or go on to college, 40 percent would be underemployed, 26 percent would be unemployed, 10 percent would require at least partially sheltered setting and family, and 3 percent would be almost totally dependent.

Despite high unemployment rates among the handicapped, research has shown that they make good workers. The President's Committee on Employment of the Handicapped has reported that the work records of handicapped persons compare favorably with those of non-handicapped persons on such factors as ability to perform tasks, safety records, and attendance. A 1970 study of deaf employees at the McDonald-Douglas Corporation showed that they were better than average workers and less distractable than hearing workers. In other research, blind workers were reported to complete tasks faster and reduce maintenance costs on airline jobs. Longitudinal studies of mentally retarded individuals also have revealed that although the majority were unskilled laborers, a small percentage obtained semi-skilled or skilled employment.

Research supports the fact that the employer's attitude is often the critical factor in the job success of handicapped persons.

(II)

Under the Education for All Handicapped Children Act of 1975, by 1980 every handicapped person aged 3 to 21 is guaranteed a free, appropriate public education. According to the Department of Health, Education and Welfare's Office of Education, however, the number of students actually being served under this law is below original projections.

Edwin Martin, Chief of the Bureau of Education for the Handicapped (BEH) within HEW's Office of Education, has indicated that the total number of children states are serving under this law is lower than anticipated. Martin commented that enrollment rates may be lower than expected because handicapped students are dropping out of high school. He noted that a recent study in one state showed that 35 percent of the high school dropouts had special education in elementary school. He added that handicapped students may drop out of high school because of a lack of comprehensive planning to meet their needs.

The Education for All Handicapped Children Act requires that an individualized education program or IEP be developed for each student needing special education and related services. Individualized forms are also required under other legislation. In all, according to BEH Chief Martin, about 14 individualized forms are required for recipients under various federal programs.

In a January 1979 conference for special vocational educators in Washington, D.C., Martin recommended that agencies providing special education within each state set up joint agreements for educating secondary level handicapped students and preparing them for employment. According to Martin, in many states, agencies serving the handicapped are not coordinating activities. In states without joint agreements between agencies, he said, handicapped students who are not college-bound can get through high school without a job skill and end up in rehabilitation counseling.

(I)

High school dropout rates tend to be higher for minority students than for white students, but the rates for migrant youth are the highest of all groups. A 1977 study estimates that only 1 percent of high school age migrant workers graduate from high school. Only 11 percent are still in school by the ninth grade.

U.S. Bureau of the Census data indicate there are more than 3 million migrant farm laborers in the U.S., most of whom are Spanish/Hispanic in descent. Data also indicate that the numbers of migrant workers may be increasing. In 1977, the U.S. had 402,000 immigrants as compared to 384,000 in 1974.

(II)

There were 2.5 million families of Hispanic origin in the U.S. in 1976, according to statistics from the U.S. Bureau of the Census. One-fourth of these families had incomes below the poverty level. Among families headed by a woman, half had incomes below the poverty level. The average family size among Hispanics is also higher than that for the population as a whole. The average Hispanic family has 4.19 members as compared to 3.37 for the population as a whole.

(III)

Figures indicating salary inequities between men and women of Hispanic origin are similar to those for the U.S. population as a whole. According to statistics from the U.S. Bureau of the Census, in 1976 Hispanic men had a median income of $8,853, more than twice that of Hispanic women. U.S. Department of Labor statistics for 1978 show that overall women's incomes were 60 percent of men's.

Income differences between Hispanic men and women are notable at higher income levels. In 1976, 17 percent of Hispanic men had incomes between $10,000 and $15,000 as compared to 2 percent of Hispanic women. Differences in income do not appear to be closely related to educational attainment. The median education level of Hispanic women in 1976 (10.0 years) was only slightly lower than that of Hispanic men (10.3 years).

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Al Editor:

En el Centro Nacional de Investigación en Educación Vocacional, estamos desarrollando un proyecto que creemos que va a ser de gran interés para usted. Se llama Proyecto de Interpretación de la Informacion y es precisamente eso. Trata de traducir para el público de manera directa y comprensible los descubrimientos hechos en varios trabajos de investigación científica, de modo que sirvan para orientar a los estudiantes que necesiten tomar decisiones sobre su futuro vocacional.

Gran parte de la investigación que se hace en educación es escrita por los investigadores y está dirigida a sus colegas que entienden los lenguajes técnicos. Desgraciadamente, el grueso público no entiende muy bien este tipo de informes, si es que alguna vez llegan a sus manos.

Nuestra intención es interpretar varios volúmenes de los trabajos más recientes y diseminar los resultados de distintas maneras entre los estudiantes, los profesores y consejeros vocacionales o de orientación, los administradores escolares y el público en general.

Las cuatro áreas que enfocamos son: igualdad entre los sexos y las mujeres, minorías, impedidos y bilingües. Dentro de estas áreas el interés específico es "el mundo del trabajo."

Hemos preparado varias series de noticias sobre estas áreas que esperamos usted pueda utilizar dentro de las próximas semanas. A su vez la Escuela_________________________________ su distrito, también ha recibido paquetes de materiales para las siguientes audiencias:

- * inserciones para las revistas de estudiantes
- * artículos similares para profesores y consejeros
- * folletos de información para administradores escolares

Nuestro propósito es tratar de lanzar un esfuerzo coordinado para diseminar lo que creemos que es información crucial para una cantidad de gente diferente que, en realidad, comparte problemas parecidos.

Le estaremos muy agradecidos si usted nos ayuda a mejorar la educación para las carreras y la orientación de los jóvenes a través de este proyecto de esfuerzo coordinado.

¡Muchas gracias!

Robert D. Bhaerman

ON WOMEN (NR-W/S)

(I)

Por más de veinte años, la diferencia entre los ingresos de hombres y mujeres es casi la misma, a pesar de la gran cantidad de mujeres que se han incorporado al mundo del trabajo en los últimos años. En 1977, según la Oficina de Estadísticas del Departamento del Trabajo de los Estados Unidos, las mujeres que trabajaron jornada completa durante todo el año ganaron 60¢ por cada dólar ganado por los hombres en promedio. La diferencia en los ingresos ha permanecido estacionaria entre el 58 y el 63 por ciento por más veinte años. Durante ese período de tiempo, la proporción de mujeres en la población trabajadora ha subido de un 34 a un 50 por ciento. En otras palabras, más de 4 por cada 10 trabajadores son mujeres.

Una razón importante para que se mantenga esta diferencia en los ingresos, es el **hecho de** que 6 de cada 10 mujeres todavía están concentradas en los trabajos considerados para mujeres que son muy mal pagados: trabajos de oficina, de servicios y de ventas al detalle. Otra razón es el hecho que una gran cantidad de mujeres que recién se están incorporando a la fuerza del trabajo ganan salarios de principiantes, lo que puede estar afectando el promedio de ingresos negativamente, de acuerdo a la Oficina de Estadísticas. Las mujeres divorciadas forman el grupo más grande dentro de la fuerza de trabajo femenina.

(II)

Según un informe del Departamento del Trabajo de los Estados Unidos, una persona negra que vive en un hogar mantenido por una mujer tiene más de un 50-50 de probabilidades de ser pobre.

La Desigualdad de los Ingresos y el Empleo, un informe del Departamento del Trabajo, Administración del Empleo y la Capacitación, revela que un 28% de las familias negras eran pobres en 1976. Por el contrario, sólo un 7 por ciento de las familias blancas era pobre. Treinta y tres por ciento de las familias mantenidas por mujeres eran pobres, comparadas a sólo un 6 por ciento de las familias blancas mantenidas por mujeres era pobre; 52 por ciento de las familias negras encabezadas por mujeres estaba por debajo del nivel de porbreza.

Estos números están basados en la tasa de ingreso mínimo de pobreza para 1976, establecida por la Oficina del Censo de los Estados Unidos. En 1976, la tasa de ingreso mínimo de pobreza para familias no-agrícolas era de $5.800 o menos y de $4.950 para las familias agrícolas.

ON MINORITIES (NR-M/S)

(I)

Entre los muchos estudios que informan acerca de los bajos niveles ocupacionales de las minorías, hay uno que ha producido resultados sorprendentes: las mujeres negras casadas que tienen una profesión a menudo sacan mayor provecho de su educación y mejores salarios que las mujeres blancas en la misma situación. Este fue uno de los descubrimientos más importantes de un estudio hecho en 1976, que comparó los salarios de las mujeres blancas y negras. El estudio fue auspiciado por el Consejo del Medio Oeste para la Investigación Social de la Edad Madura en St. Louis.

Según este estudio, las mujeres negras que tenían una carrera profesional con educación universitaria tenían salarios más altos que las mujeres blancas con el mismo status. Los salarios más altos de las mujeres negras se deben a que ellas trabajan cantidad de horas al año como promedio. Las mujeres blancas casadas con trabajos similares y con una educación equivalente ganan más por cada hora que trabajan.

Las mujeres negras con unos tres años de educación universitaria ganan salarios iguales a los de las mujeres blancas con la misma educación. Sin embargo, en los niveles más bajos de la educación las mujeres negras ganan menos.

Este estudio también reveló que la educación, la familia, el origen y el rendimiento anterior tienen influencia en los salarios que ganan las mujeres negras, mucho más que sobre los salarios de las mujeres blancas. El tipo de hogar, especialmente el nivel educacional alcanzado por la madre, están muy relacionados con los salarios ganados por las mujeres negras. También se ha detectado que las mujeres negras de las comunidades urbanas tienden a conseguir salarios mucho mejores que aquéllos ganados por las mujeres negras de sectores rurales.

(II)

A pesar de las altas tasas de cesantía entre los adolescentes y de la demanda de las industrias por trabajadores calificados, los estundiantes de la secundaria a menudo no están informados de las oportunidades de instrucción y capacitación laboral que están a su alcance. Aún más, muchos administradores escolares no conocen los programas de experiencia en el trabajo para los estudiantes y los desprivilegiados y para la juventud no-escolar. Según el Centro Nacional de Investigación en Educación Vocacional, existen varios programmas diseñados para ayudar a los jóvenes a adquirir las destrezas de trabajo que ellos necesitan.

Según el Centro Nacional, hay siete tipos de programas de experiencia en el trabajo para estudiantes o jóvenes en general. Estos incluyen: programas de educación vocacional cooperativa; programas de empleo, capacitación y motivación educacional; programas académicos experienciales; programas de exploración en las carreras; programas de entrenamiento para aprendices; trabajo voluntario supervisado y programas generales de experiencia en el trabajo.

El Departamento del Trabajo opera los programas más importantes para los estudiantes de la secundaria y para jóvenes de mayor edad. Estos programas son principalmente para la juventud desprivilegiada. Muchos de ellos están financiados por el Acta de Empleo y Entrenamiento (CETA).

El Acta del Proyecto de Empleo y Demonstración para la Juventud (YEDPA) y el Job Corps son dos de los programas principales del CETA. El YEDPA ha creado 400.000 trabajos para la juventud desprivilegiada. Se espera que el Job Corps sirva a 90.000 jóvenes para 1980. Estos programas federales dan trabajo a cerca de un 15 por ciento de todos los adolescentes en busca de trabajo.

Los programas de exploración de las carreras tales como el Programa de Internado Ejecutivo de Secundaria ofrece una experiencia diferente para los estudiantes que continúan sus estudios en la escuela secundaria. Los estudiantes de este programa no reciben las clases sistemáticas por un semestre para observar y ayudar a un ejecutivo de su comunidad por cuatro días a la semana. Todos los años, 2.500 estudiantes de 30 distritos escolares en diecinueve estados son internos ejecutivos.

Usted puede obtener más información sobre éstos y otros programas de experiencia en el trabajo escribiendo al Centro Nacional de Investigación en Educación Vocacional: The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 43210.

ON THE HANDICAPPED (NR-H/S)

(I)

Un americano o americana impedidos, sufren de algo más que de su impedimento. La mayoría de los impedidos en este país está sub-empleado o cesante. En 1976, el Comité del Presidente para el Empleo de los Impedidos publicó información que indica que sólo 4 millones de los 11 millones de impedidos en edad de trabajar tenían empleo.

Las estadísticas de la Oficina de Educación para los Impedidos de la Oficina de Educación de los Estados Unidos, revelan que el futuro para los impedidos que en este momento son estudiantes es aún peor. La Oficina ha predicho que un 21% de los estudiantes impedidos que egresen de la secundaria entre 1972 y 1976 van a continuar su educación o van a conseguir buenos empleos; un 40% va a estar subempleado; un 26% va a quedar cesante, 10% va a requerir protección de su familia y un 3% va a ser casi totalmente dependiente.

A pesar de la alta cesantía entre los impedidos, las investigaciones han demostrado que ellos son muy buenos obreros. El comité especial del Presidente descubrió que los récords de trabajo de los impedidos son muy similares a los de los no-impedidos con respecto a la habilidad para completar tareas, a la seguridad industrial y a la asistencia regular al trabajo. Un estudio acerca de los empleados sordos hecho en 1970 en la Corporación McDonald-Douglas, demostró que, en promedio, estos obreros completaban sus tareas más rapido y de mejor manera y que, además, se distraían menos que los obreros sin problemas de audición. En otra investigación, se descubrió que los obreros ciegos completaban sus tareas más rápido y disminuían los gastos de mantención en las aerolíneas. Estudios longitudinales de individuos retardados también revelaron que, aunque la mayoría eran obreros no-calificados, un pequeño porcentaje había logrado prepararse para trabajos semi-calificados o calificados.

Los investigadores están de acuerdo en que la actitud de los empleado es, a menudo, un factor crítico en el éxito en el trabajo de los impedidos.

La exigencia de la coordinación de la educación especial a nivel estatal siguió a un memo que describió los servicios cuyas funciones se sobreponen y las áreas de coordinación entre las tres agencias federales más importantes para la educación de los impedidos. Estas tres agencias que atienden a los impedidos con el HEW son el Buró de Educación para los Impedidos de la Oficina de Educación, el Buró de Educación para los Adultos y Educación Ocupacional y la Administración de Servicios de Rehabilitación del HEW.

(II)

De acuerdo al Acta de Educación de Todos los Niños Impedidos de 1975, para 1980 toda persona impedida entre los 3 y los 21 años tiene la garantía de una educación pública apropiada y gratis. Segun el Departamento de Educación, Salud y Bienestar, sin embargo, la cantidad de estudiantes que están recibiendo este beneficio está por debajo de las proyecciones iniciales.

Edwin Martin, Jefe del Buró de Educación para los Impedidos del HEW, destacó que el número de niños impedidos que estaban siendo servidos por los estados era más bajo de lo que se había anticipado. Martin comentó que las matrículas pueden ser más bajas de lo esperado porque los impedidos están desertando de la secundaria. En efecto, él indicó que un estudio reciente en un estado reveló que un 35% de los desertores de la secundaria habían tenido educación especial en la primaria. El agregó que era posible que los estudiantes impedidos desertaran de la escuela por falta de una planificación comprensiva de su educación que satisfaga todas sus necesidades.

El Acta de Educación de Todos los Niños Impedidos exige que se desarrolle un plan de educación individualizada para cada estudiante que necesite educación especial y servicios relacionados a ella. Los formularios de individualización son requeridos por otras leyes también. En total, unos 14 formularios individualizados son requeridos por varios programas federales.

En una conferencia para educadores de programas de educación vocacional especializada relizada en Washington, D.C., Martin recomendó que las agencias que dan educación especial dentro de cada estado establezcan acuerdos en conjunto para educar a los estudiantes secundarios impedidos y para perpararlos para la vida del trabajo. Según Martin, en muchos estados las distintas agencias que educan a los alumnos impedidos no están coordinando sus esfuerzos en absoluto. En los estados que no tienen acuerdos entre las diferentes agencias, dijo Martin, los estudiantes impedidos que no tienen inclinaciones académico-universitarias, pueden salir de la secundaria sin ninguna habilidad vocacional específica, lo que los lleva directo a otro programa de orientación rehabilitadora.

Según las estadísticas del Buró de Educación para los Impedidos, Oficina de Educación de los Estados Unidos, más de tres millones de niños recibieron educación especial financiada por el estado federal durante el año escolar de 1976-77. La mayoría de estos niños recibieron servicios establecidos por el Acta de Educación de Todos los Niños Impedidos, que garantiza educación pública apropiada y gratuita a todos los estudiantes imedidos entre los 3 y los 21 años para 1980.

Las estadísticas del BEH cubren siete clases de impedimentos: impedimentos en el habla, retardo mental, problemas del aprendizaje, desórdenes emocionales, sordera o débilidad de oído, inválidos y enfermos de la vista. Estas cifras muestran que el 35% de los estudiantes que reciben educación especial tienen problemas del habla. Un 26% son retardados mentales y un 22% tenían problemas de aprendizaje. Estas estadísticas están basadas en los cómputos bi-anuales que deben enviar los estados sobre la cantidad de niños atendidos por los programas federales. Estos cómputos son requeridos por la ley.

(I)

Las tasas de deserción son más altas entre los estudiantes de las minorías que entre los estudiantes blancos. La tasa de deserción más alta, sin embargo, es la de los jóvenes migrantes. Un estudio hecho en 1977 estima que sólo un 1% de los obreros migrantes en edad escolar se gradúa de la escuela secundaria. A la altura del noveno grado, sólo un 11% están todavía en la escuela.

La Oficina del Censo de los Estados Unidos indica que hay más de 3 millones de trabajadores agrícolas migrantes en los Estados Unidos, la mayoría de los cuales es de origen hispano. Los datos también indican que este número tenderá a aumentar en el futuro. En 1977, los Estados Unidos recibieron 402.000 inmigrantes, comparados a 384.000 en 1974.

(II)

En 1976, había 2 millones y medio de familias de origen hispano en los Estados Unidos, segun estadísticas de la Oficina del Censo. Un cuarto de estas familias tenían ingresos que estaban por debajo del nivel de pobreza. Entre las familias mantenidas por mujeres, la mitad tenía ingresos más bajos que el nivel de pobreza. El tamaño promedio de la familia hispánica es también más grande que el tamaño promedio de la familia corriente en la población como un todo. La familia hispana promedio tien 4,19 personas, comparada con un 3,37 en la población como un todo.

(III)

Los números que nos indican desigualdades de salarios entre los hombres y las mujeres de origen hispánico son similares a aquéllos de la población como un todo. De acuerdo a estadísticas entregadas por la Oficina del Censo de los Estados Unidos, en 1976 los hombres hispánicos tenían un ingreso medio de $8.853, cifra que representa más del doble del salario ganado por las mujeres hispánicas. Las estadísticas correspondientes de la Oficina del Trabajo nos indican que los ingresos de las mujeres hispánicas tomadas en conjunto, alcanzaban a sólo un 59% del de los hombres.

Las diferencias de ingresos entre las mujeres y los hombres hispánicos son impresionantes a niveles de ingresos más altos. En 1976, un 17% de los hombres hispánicos tenían ingresos de $10.000 a $15.000, comparados con sólo un 2% de las mujeres hispánicas con salarios comparables. Las diferencias en ingresos no parecen estar relacionadas al nivel educacional, sin embargo. En 1976, la escolaridad media de las mujeres hispánicas (10 años de escuela) era sólo un poquito más baja que la de los hombres hispánicos (con 10,3 años de escuela).

Items TE-M1
TE-M2
TE-M3

TEACHER BACKGROUND ITEMS:
ON MINORITIES

Knowledge Interpretation Project

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1979

TO TEACHERS AND COUNSELORS:

These background information items, hopefully, will be useful to you in your work with students. We have organized the material along three lines:

(1) Summaries of the major conclusions and recommendations of the research. Obviously not all of the conclusions and recommendations of research are targeted to teachers and counselors. We have selected the major items which have relevance to the classroom and presented them, we trust, in a concise and compact way.

(2) Relevant suggestions and program ideas which can be utilized in the classroom or counseling sessions. Although educational research generally has not been targeted to teachers, if one looks for specific educational and guidance techniques and procedures, one will find them. We hope these will be useful in your teaching or counseling.

(3) Additional resources and other relevant programs and projects relating to the major topics. As every teacher knows, time to conduct research--or even to read the findings--is limited. The day is just so long. Most often, it is not long enough! Experience tells us that what really is needed are hints for where to go for additional information. There is no reason for teachers to constantly have to "reinvent" the wheel. Many good things are going on! We have attempted to help you gain access to them.

In preparation of these materials, we have reviewed a number of research studies. These key resources are cited in the conclusions and recommendations sections.

As we noted in the letter to the student editors, we hope you too will find this information useful. Please let us know what additional information needs you have.

ON MINORITIES

MAJOR CONCLUSIONS AND RECOMMENDATIONS (TE-M1

KEY RESOURCES:

JACKSON, Roberta H. Career Education and Minorities. Washington, D.C.: The Office of Career Education, U.S. Office of Education, 1977. (ED 149 126)

WEINBERG, Meyer. Minority Students: A Research Appraisal. Washington, D.C.: National Institute of Education, 1977. (ED 137 483)

GLOVER, Robert W. and GREENFIELD, Paula S. The Minority Women Employment Program: A National Demonstration Project to Facilitate Entry of Minority Women into Managerial, Professional, and Technical Occupations. Austin, Texas: Center for the Study of Human Resources, University of Texas, 1976. (ED 138 737)

JACKSON, Jacquelyn J. Career Options for Black Women. Durham, N.C.: Duke University, 1976. (ED 138 812)

HAMILTON, Phyllis D. Vocational Education Research and Development for Ethnic Minority Students. Washington, D.C.: National Academy of Sciences and National Research Council, 1975. (ED 130 160)

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R.H. JACKSON presented recommendations in the form of a list of concrete directives. According to Jackson, if career education is to be effective for minority and low-income students, teachers and counselors should attempt to

(1) help children become aware of the relationship of the work which they do in school with the kind of work which they will perform later in life;

(2) make minority students aware of all kinds of jobs;

(3) provide a wide variety of career exploration and decision-making equipment; and

(4) cooperate with business, industry, labor, various branches of the government, and agencies such as Departments of Public Health and Social Services, the Police Department, the Juvenile Court, and other law-enforcing agents.

WEINBERG presented one of the most comprehensive reviews of research ever conducted on minority students and desegregation. He touched on every conceivable aspect of research in this area, including research on Spanish-surnamed and Native American students. The impact of schooling was examined in the areas of academic achievement, self-concept and aspirations, and the relationships of students with their peers and with their teachers. The findings indicated that desegregation works for both white and black children by narrowing the achievement gap between them. Positive racial attitudes by black and white students develop as they attend school together. Two relevant conclusions were:

(1) The role of teachers and principals is crucial in generating mutual respect and productive learning among students of different races.

(2) Minority children gain a more realistic conception of their vocational and educational future through integrated settings. This process may involve a "scaling-down" of older aspirations. Self-acceptance and self-concepts of minority children are higher than under segregation.

GLOVER and GREENFIELD's research dealt with employment programs of black women. They presented a wealth of data on employment statistics. They also explored disadvantages faced by minority women in the labor market. Their research was essentially an effort to apply "outreach" techniques in placing minority women into high quality managerial, technical, and professional jobs. The conclusions and recommendations basically were directed toward improvement of their project. One point, however, had relevance to group vocational counseling techniques at the secondary school level. The authors reported that the project "enjoyed success with group activities in the nature of seminars providing groups of minority women orientation to non-traditional occupations. The initial success this approach encountered suggests that it should be further pursued. If possible, it might be useful to arrange such a seminar with industries...."

J.J. JACKSON, focusing primarily on career options for black women, concluded that federal policies and programs have had relatively moderate impacts on career options for black women. She also noted that the survey she conducted tended to confirm the general paucity of data about the relationship between schooling, family, work, and income for black women. Her recommendations, primarily related to this lack of data, were directed toward policy and program directories in the National Institute of Education.

HAMILTON examined vocational education research in minority group needs in relation to its past directions and future trends. Among the conclusions were these two points:

(1) A negative self-concept was seen as the biggest block to motivation.

(2) Staff attitudes and behaviors are critical variables in providing effective training.

In addition, several questions and answers targeted to minority needs were posed. The three most relevant ones were:

(1) How can programs of articulation across all levels of education -- elementary, secondary, postsecondary -- best be developed?

Counselors, teachers, and administrators must interact to meet the needs of individual minority students as they move through a fragmented and disjointed system. Of particular significance is the counseling function. It is at the juncture between secondary and postsecondary education that a crucial problem for minority students appears.

(2) How can students at the secondary level be used to more effectively portray to elementary students the various skills needed in future occupations, with special attention to those skills which cut across many occupations?

Vocational education has overlooked the potential of older age tutoring throughout all levels of the system. The possibilities are there for using secondary students to tutor elementary, postsecondary to tutor secondary, and retired adults to provide tutoring to all levels in their particular areas of expertise. Such tutoring appears especially congruent with Native American and Chicano cultural practices of age-graded tutoring.

(3) What are the most effective methods of changing teacher expectations for minority students and how do these relate to the development of self-concept in minority students?

Studying self-concept as a critical variable of concern will pose severe methodological problems since the state of the art in measurement of self-concept is primitive. Despite the difficulties, its importance to the interest of minority student needs requires that every attempt be made to analyze and draw upon the most recent work on self-concept at a number of universities.

SUGGESTIONS AND PROGRAM IDEAS (TE-M2)

In addition to the directives presented in her conclusions, R.H. JACKSON listed "some specific implications for career education as it relates to minorities." The most relevant point was this: "Organize programs which will provide teachers and counselors with information about... methods and materials for use in enhancing the self-concepts of minority students and some ways of helping minority and low-income students to understand the relationship of their school work to the work which they will perform... in life."

As we indicated in the materials for students, school-to-work programs hold much promise for the future, not only for minority groups but for all students. While several of these programs, in the past, have focused on minority students, many have much to offer anyone in grades 8 and 9 and up: girls and boys, handicapped students, and bilingual students.

We have found a number of what we believe are very useful program ideas in the literature on experiential education (see Additional Resources). In this section we will present a brief overview of a number of these programs. However, we believe that you will want to explore in depth the additional resources cited. Our overview will include the following: a definition of two terms, the major goals of experiential education programs, some of the major societal outcomes, key features, a brief description of five programs, and a brief note on their evaluation.

Definitions

Experiential education - planned educational experiences enable students to gain attitudes, skills, and knowledge for work and other life roles by participating in work settings. The term incorporates all programs that depend upon experiential learning as a principal learning process.

Experiential learning - the process of learning about work and other life roles by studying, observing, and performing them in any environment (usually outside the school) where those roles occur.

Major Goals

(1) To build job skills-- some programs emphasize development of work skills, including job knowledge, and skills in entry level and advanced areas.

(2) To strengthen academic skills-- many programs emphasize the development of academic skills as a secondary focus.

(3) To facilitate career exploration and development and life skills-- career education programs, such as Experience-Based Career Education, primarily emphasize career development through exploration in work settings.

(4) To facilitate personal growth and maturation-- experiential education programs, such as the Executive High School Internships Program, emphasize personal growth and maturation through work experience.

(5) To provide income and social remediation for disadvantaged---programs such as CETA's work experience programs for youth and vocational education work study programs primarily emphasize employment for the purpose of transferring income to disadvantaged youth.

Most experiential education programs cut across these goals with some emphasis on all of them. Few, if any, can be categorized by only one goal. Most programs have a range of goals, in order to help youth make the transition from school to work.

Societal Goals

Some of the broad social outcomes of experiential education programs are -- involving the employment community in education, changing the roles and responsibilities for education youth, upgrading the skills of those entering the labor force, supporting local economies through stipends to youth, and increasing the extent to which women and minorities enter nontraditional occupations.

Key Features

Programs often take on a variety of forms. A framework of some of the key features is charted below:

FEATURES	RANGE OF OPTIONS				
Purpose	Provide Income	Build Work Skills	Strengthen Academic and Life Skills	Facilitate Career Exploration	Facilitate Personal Growth
Payment	None		Partial		Full
Academic Credit	None		Partial		Full
Supervision	Full School	Joint School	Nonschool		Full Nonschool

Continued...

Length of Program	Year or More	School Term		Part of School Term	Field Trip(s)
Daily Time Commitment	Full Time				Part Time
Work/ Academic Mix	Work Setting Only	Daily Mix of Classes and Work		Work Setting with Periodic Seminars	School Setting with Periodic Work
Type of Work Placement	Unskilled	Semiskilled		Technical	Professional
	Related to Future Plans of Student				Unrelated to Future Plans of Student
Planning of the Learning Outcomes from the Work Experience	Low		Moderate		High
Student Composition	High School				Post High School
	Gifted and Above Average		Average		Disadvantaged
Cost	Low		Moderate		High

Source: The Current Status of Assessing Experiential Education Programs. March, 1979, p. 12. This document is available at the National Center for Research in Vocational Education.

Brief Descriptions of Five Programs

(1) Experience-Based Career Education (EBCE)

(2) The Career Intern Program (CIP)

(3) Executive High School Internships Program (EHSIP)

(4) Cooperative Vocational Education (Co-op)

(5) Neighborhood Youth Corps (NYC)

(1) EBCE -- allows students to participate in a series of short-term, individualized work experiences as part of their curriculum. They are exposed to several careers through actual work experiences. EBCE is open to all high school students who like to "learn by doing." Participants represent a cross-section of achievement levels as well as sex and ethnic groups. It is not a program for dropouts or for gifted students.

(2) CIP -- is housed in Philadelphia, an alternative for high school dropouts and potential dropouts. Programs based on the model are currently being initiated in other locations using funds from the Youth Employment Development and Demonstration Act. CIP is not entirely an experiential program since it provides classroom as well as experiential instruction. It emphasizes the work experience as part of its program and is intensively career oriented. CIP has two phases. Phase I consists of a 10-week set of courses intended to increase students' self-awareness and career awareness, and to review academic subjects. Phase II consists of courses of basic academic subjects, a career seminar, career counseling, and 2 weeks of work experience. Students in grades 10 to 12 who are not succeeding in their high schools are recruited by obtaining lists of dropouts from counselors. The program in Philadelphia has served about 250 individuals, primarily black students.

(3) EHSIP -- provides an opportunity for about 2500 juniors and seniors from 30 districts in 19 states to learn about organizational leadership as interns to executives in business and government. The sponsoring executives include judges and attorneys, social service directors, government and hospital

administrators, TV producers, newspaper editors, and research directors of scientific institutes. Interns spend a full school term, Monday through Thursday, working as administrative assistants without pay. On Friday, they attend seminars designed to reinforce practices of management, administration, and decision making. Ninety percent of the students are seniors; 10 percent are juniors. Generally the interns are in the upper fourth of their class and plan to attend college. Students volunteer to participate in the program and there is overall a higher rate of female participation than male.

(4) Co-op -- includes a variety of programs in the general category of cooperative education or work study. In a cooperative vocational education program there is an arrangement between the school and employers. The student receives instruction by alternating study in school with a job. Experiences must be planned and supervised by the school so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time. Co-op programs are offered in a variety of occupations including: business and office procedure, distributive education, home economics, trade and industrial skills, off-farm agricultural business, interrelated programs, special purpose programs, and health occupations.

(5) NYC --- created in 1964 under Title I-B of the Economics Opportunity Act, the NYC programs were terminated with the passage of the Comprehensive Employment and Training Act (CETA) in 1973. However, the focus on youth programs has been picked up through Title III of CETA and more recently and directly through the Youth Employment and Demonstration Projects Act (YEDPA) passed in 1977. NYC was designed to get young people back into school, to keep them in school, or to increase their chances of becoming employable. The program provided part-time work experience, remedial education, and limited job training for disadvantaged youth from the ages of 14 to 24 who either did not complete high school or were potential dropouts.

The chart below summarizes the key features of these programs:

KEY FEATURES	PROGRAMS				
	EBCE	CIP	EHSIP	CO-OP	NYC
Primary Purpose	Facilitate career development	Strengthen academic and life skills	Facilitate personal growth	Build work skills	Transfer income
Payment	Generally none	None	None	Partial to full	Full
Academic Credit	Full	Full	Full	Full	Partial
Supervision	School	Joint school and nonschool	School	Joint school and nonschool	Full nonschool
Length of Program	School term or part of term	Year or more	School term	School term or more	Year or more
Daily Time Commitment	Part-time	Full-time	Full-time	Part-time	Full-time
Work Academic Mix	Daily mix of classes and work	Primarily class setting with periodic work	Primarily work setting with periodic classes	Daily mix of classes and work	Work setting only
Type of Work Placement	Semiskilled, technical, and professional	Unskilled and semiskilled	Professional	Semiskilled and technical	Unskilled and semiskilled
Planning of the Learning Outcomes from the Work Experience	High	Moderate	Low	High	Low

Continued...

Student Composition	All students	Disadvantaged	Gifted and above average	Average	Disadvantaged
Cost	Moderate	High ($2,732 per student based on 11 months)	Moderate ($634 per student)	Low ($125 per student)	High

Source: The Current Status of Assessing Experiential Education Programs. March, 1979, p. 16. This document is available at the National Center for Research in Vocational Education.

Evaluation

For a detailed look at the research relating to these programs, the reader is directed to The Current Status of Assessing Experiential Education Programs. However, a brief note on each program would be useful:

(1) EBCE -- Many positive findings have been attributed to the program, which appears not to hamper academic achievement even though it takes students away from their regular classes. It also appears to: improve attitudes toward learning; improve students' knowledge of, attitudes toward, and skill in planning their careers; reduce high school dropout; and facilitate students' self-awareness, maturity, and ability to accept responsibility.

(2) CIP -- Overall, the evaluation results were highly favorable. The program appears to have the greatest measurable effects on school attendance and retention, career progress after high school, and vocational adjustment. The program had moderate effects on cognitive skills and academic achievement. Little measurable changes in self-image were found through structured instruments; however, many changes in self-perception were found through observation and interviews.

(3) EHSIP -- The quantitative data showed no statistical differences, while the questionnaire and interview data indicated overall the interns were achieving to a moderately high degree some of the performance objectives of the program. With respect to the questionnaire and interview information, it appears that

interns are most successful in achieving the program objectives associated with personal growth awareness of skills and abilities and an increase in their sense of self-confidence. There is less evidence to support their achievement of the performance objectives of understanding organizational structure, executive performance, and communication skills.

(4) Co-op -- Evaluations have been comprehensive and varied. It appears that programs are successful in teaching students entry level job skills and in helping them quickly find employment in their area of training. Over time the initial employment advantage for students seems to equalize to the level of students without co-op training. Co-op students appear to have more positive attitudes toward their educational programs than non-co-op students. Co-op students are less likely to be truant and more likely to stay in school until graduation, when they hold jobs. Variables such as self-awareness, interpersonal skills, and life skills were not measured sufficiently to provide conclusive information. A limited amount of information on career skills and work habits reveal that co-op students may be gaining more ground than their non-co-op counterparts in these areas.

(5) NYC -- Despite the large number of reports on NYC, few attempted to assess the impact. Some studies, however, discuss the effect of the program upon the labor market performance, educational achievement, and delinquent behavior of participants. In terms of economic impact, the findings revealed that compared to the control group, the NYC group -- was employed slightly more months since leaving high school, but this was not statistically significant; experienced slightly lower before tax earnings, but this was not significantly different; was unemployed a somewhat shorter time; and had significantly higher post high school gross earnings (this is attributed to the smaller number of months of labor force withdrawal on the part of NYC participants). The studies demonstrate that blacks benefit more economically than whites from NYC with positive gains evident among both males and females. The benefits attained by black females account for much of the overall gains of the total sample.

ADDITIONAL RESOURCES (TE-M3)

The key items relating to experiential education which teachers and counselors should find particularly useful are the following publications of the National Center for Research in Vocational Education:

(1) Experiential Education Policy Guidelines. Developed by the Experiential Education Advisory Panel. Richard Miguel, Project Director. R and D Series No. 160. 1979.

(2) The Current Status of Assessing Experiential Education Programs. Michael Crowe and Kay Adams. March 1979.

(3) Perspectives on Investigating the Consequences of Experiential Education. Michael Crowe, Carol Beckman, and Jerry Walker. 1979.

In addition, several other items should be looked at closely by teachers and counselors who wish to learn more about experiential education, e.g.:

(4) Additional products resulting from the project on experiential education

But for Me It Wouldn't Work: Implications of the Experiential Education Guidelines

Experiential Education: A Primer on Programs

Experiential Education in the Workplace: An Annotated Bibliography

(5) Other related National Center products

Assessing Experiential Learning in Career Education

Evaluation of the Executive High School Internship Program

Work Experience and Academic Credit: Issues and Concerns

(6) National Center studies in progress

A Typology of Experiential Education Programs

Collaboration in Experiential Education: A Profile of Expectations

Experiential Education and Adult Role Assumption

Success Factors in Experiential Education

Program Culture: Implications for Experiential Education Outcomes

Experiential Education and Retention of Competencies

Note: To order any of the above products or to receive further information about the studies, please contact:

Program Information Office
The National Center for
Research in Vocational
Education
1960 Kenny Road
Columbus, Ohio 43210

In addition, there are many documents in the ERIC system which should be reviewed for additional source materials in this area. We have selected five samples of items which include useful information for teachers and/or counselors. The abbreviated ERIC abstracts are as follows:

(1) ED 150 991

Minority Women's Organizations and Recruiting Women for Traditionally "Male" Careers. 1977. Association of American Colleges, Washington, D.C. (15 p.)

The first section of this two-part directory is an annotated listing of minority women's organizations. It is arranged by the ethnic categories of black, Spanish Speaking, Native American, and Multi-ethnic Women. Each entry describes an organization and provides the name and address of a contact person. The second part consists of a paper which: (1) reviews special programs for recruiting women to enter traditionally male fields; (2) discusses some examples of special recruitment materials; (3) lists a sample of available publications and research groups in selected fields; and (4) lists resources helpful in recruiting minority women.

(2) ED 149 214

Providing Black Youth More Access to Enterprising Work. 1977. National Institute of Education, Washington, D.C. and National Institute of Mental Health, Bethesda, Maryland. (22 p.)

Counselors and educators have traditionally tried to reduce the income gap between blacks and whites by increasing college attendance among blacks. These findings suggest that counselors also can help black youth find better-paying jobs by providing them more access to enterprising work. Such programs might be especially helpful to black high school students who will not be attending college.

(3) ED 142 799

National Conference on Increasing the Participation of Black Americans in Vocational Education. 1977. Virginia Polytechnic Institute and State University, Blacksburg, Virginia. (202 p.)

A national conference attended by representatives from 35 states and the District of Columbia generated the following proceedings... major addresses focusing on two urgent needs: upgrading the image of modern vocational education in the eyes of the black community and raising the priority of vocational education in the educational hierarchy ... summaries of five workshops covering recruitment of black Americans in vocational education, employment barriers, guidance and counseling, involving black leadership in vocational education, and new vocational education legislation ... a special research report with an indepth look at postschool outcomes for blacks and whites in vocational programs, conference recommendations and resolutions, evaluations, and analyses of results.

(4) ED 141 954

Retrenchment in Education: The Outlook for Women and Minorities. 1977. Education Commission of the States, Denver, Colorado. (39 p.)

This booklet summarizes the available information on the reasons for and the extent of the effects of declining enrollment and inflation-strained budgets on women and minorities in education. The combined impact of inflation and recession has led to the reassessment of priorities and the curtailment of services known in elementary and secondary education, as well as in post-secondary education, as retrenchment.... The authors conclude that more successful remedies to eliminate inequities affecting women and minorities must be found.

(5) ED 141 636

Discrimination in Employment. 1976. Center for Labor and Management, Iowa University, Iowa City, Iowa. (248 p.)

... a guide on discrimination problems and issues for students and practitioners in the area of employment relations, this book interrelates historical, religious, economic, medical, and sociological factors surrounding racial, religious, national, sex, age, and physical and mental discrimination to explain discrimination in employment. The chapters in the first half of the book on racial and religious discrimination develop the background related to the roots of discrimination; discuss the relationship between traditional economic theory and discrimination issues; analyze court interpretations of the Constitution; and examine the development and application of Federal policy related to discrimination through a discussion of Federal labor laws and executive orders, and State and Federal fair employment legislation.

In addition, six very useful modules have been developed by and are available through the American Institutes for Research in the Behavioral Sciences at Palo Alto, California. All of the following are 1976 publications:

(1) ED 140 199

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinators Guide. Lois P. Brooks. (26 p.)

This module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others who provide services to ethnic minority populations. This module will help each participant to differentiate between behaviors that reinforce stereotypes of ethnic minority persons and behaviors that facilitate greater awareness of people as individuals, to recognize that ethnically different individuals are unique persons, to identify effects of negative stereotyping on behavior, to identify resources that can provide participants with a broader perspective on the history and culture of a given ethnic minority group, and to identify ethnic-related stereotypes present in career materials. The module is designed as a six-hour workshop.

(2) ED 140 200

Eliminating Sterotypes of Ethnic Minorities Through Career Guidance. Lois P. Brooks. (81 p.)

(Similar to the one above; however, in addition to textual material and activities on each of the target skill areas, the module contains abstracts of related state projects and a list of reference materials.)

(3) ED 140 201

Providing Career Guidance for Young Women. Coordinator's Guide. Pamela G. Colby. (16 p.)

This module is directed at personnel working or planning to work in the areas of guidance, counseling, placement and follow-through in junior and senior high school settings, grades 7-12. The module topic is career guidance for young women of junior and senior high school age, and the focus will be on providing non-biased career guidance which facilitates young women's consideration of the full range of career options. The module is designed as a six-hour workshop to be run by a coordinator. The Guide defines the coordinator's role in four areas: setting the tone, setting the pace, facilitating, and evaluating. Specific suggestions are given for preparing and carrying out the workshop, as well as for implementing each activity.

(4) ED 140 202

Providing Career Guidance for Young Women. Pamela G. Colby. (60 p.)

(Similar to the one above; however, in addition, the module contains workshop games and activities designed to help participants overcome personal biases and learn strategies for exploring career options.)

(5) ED 140 203

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide. Lois P. Brooks (21 p.)

This module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others providing services to ethnic minority persons. This module will help each participant to differentiate between effective and ineffective verbal and nonverbal communication between ethnic groups, apply self-concept enhancing practices for ethnic minorities to career guidance activities, and develop strategies for assisting ethnic minority persons to cope with special problems experienced in implementing career plans. The module is designed as a six-hour workshop to be run by a coordinator. The Guide defines the coordinator's role in four areas: setting the tone, setting the pace, facilitating the discussion, and evaluating. Specific suggestions are given for preparing and carrying out each activity. The Guide is used in conjunction with the participant's module.

(6) ED 140 204

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Lois P. Brooks. (50 p.)

(Similar to the one above; however, in addition, the assumption made in this material is that, while all students need assistance in identifying and exploring career goals, minority students have greater obstacles to overcome and, hence, need additional assistance.)

ERIC® **Clearinghouse on Adult, Career, and Vocational Education**

HOW TO FIND THESE--AND OTHER--DOCUMENTS IN THE ERIC SYSTEM

A wealth of information for educators--and others--is available in the ERIC data base. ERIC, as most readers will know, stands for the Educational Resources Information Center. It is the largest depository of educational documents in the world.

There are two general types of information in ERIC: documents and journal articles. There are also two ways of searching for information: manually and by computer.

Documents include a wide variety of forms: research studies, final reports of projects, curriculum guides, and so on. To find documents about a given topic, the user consults the monthly and annual volumes of Resources in Education (RIE), looking in the subject index under specified words (descriptors) appropriate to one's interest. Under each descriptor are titles of documents relating specifically to the subject. Each title is given an ERIC number (e.g., ED 152 994). This is a serial number assigned by the ERIC Facility to the document when it arrives for processing into the system. The user selects ED numbers that fit one's needs and looks them up in the resume section of RIE. Under each number will be found complete bibliographic and ordering information for a given document. A list of other descriptors under which the document is listed and a brief abstract of the document are given. Access to documents is usually a simple matter: the user goes to a microfiche file (available in many college and university libraries and in school systems throughout the country), looks under the selected ED number, and retrieves the envelope containing the microfiche on which the entire document is microphotographed. The user then places the microfiche into a microform reader, which projects, a page at a time, an enlarged image onto a viewing screen. Some machines can produce paper copies from microfiche (although no copies should be made from those documents not bearing full copyright release statements on their title pages). The user also may order, by ED number, a copy from the ERIC Document Reproduction Service, providing that the document is available (i.e., is reproducible and has no copyright restrictions). Prices for both microfiche and hard (paper) copy accompany the bibliographic data of available documents. Occasionally, abstracts of documents having no copyright releases appear in RIE. These documents are available only from the institutions (or authors) that produced them. Ordering addresses and costs are always provided for these.

This, essentially, is the ERIC document referencing system. To have described it is, to a great extent, also to have described the ERIC journal referencing system.

The manual search approach for journals is basically the same as for documents. An exception is that the user consults the monthly and annual volumes of the Current Index to Journals in Education (CIJE). Titles and

resumes here are also given serial numbers. The numbers, however, begin with EJ rather than ED (a distinction whose importance will be explained in a moment). Also, there is no microfiche file of journal articles as there is of documents. Selected articles must be looked up in the original periodical. Complete bibliographic data is given for each article in the resume section of CIJE. If a particular journal issue is not available, a paper copy can be ordered from University Microfilms International or through interlibrary services.

Both types of information--RIE and CIJE--also may be searched by computer. It is here that the distinction between ED and EJ is significant, for it provides a way of limiting a computer search to only one of the two forms--ED, ERIC document; EJ, ERIC journal. Computer searches have the advantage of quickly producing bibliographies, large or small, of ERIC entries on given subjects, complete with abstracts if so desired. However, as with all computer services, such bibliographies do have a fee, depending on the size and scope of the search. Whether a user searches manually or by computer, the ERIC system is a highly serviceable one.

Some Important Addresses:

. For information or assistance on any one of our content areas:

ERIC Clearinghouse on Adult, Career, and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

. To order paper or microfiche copies of documents in the ERIC files:

ERIC Document Reproduction Service (EDRS)
P.O. Box 190
Arlington, Virginia 22210

. To order reprints of journal articles:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

Items TE-B1
TE-B2
TE-B3

TEACHER BACKGROUND ITEMS: ON BILINGUAL STUDENTS

Knowledge Interpretation Project

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1979

TO TEACHERS AND COUNSELORS:

These background information items, hopefully, will be useful to you in your work with students. We have organized the material along three lines:

(1) Summaries of the major conclusions and recommendations of of the research. Obviously not all of the conclusions and recommendations of research are targeted to teachers and counselors. We have selected the major items which have relevance to the classroom and presented them, we trust, in a concise and compact way.

(2) Relevant suggestions and program ideas which can be utilized in the classroom or counseling sessions. Although educational research generally has not been targeted to teachers, if one looks for specific educational and guidance techniques and procedures, one will find them. We hope these will be useful in your teaching or counseling.

(3) Additional resources and other relevant programs and projects relating to the major topics. As every teacher knows, time to conduct research--or even to read the findings--is limited. The day is just so long. Most often, it is not long enough! Experience tells us that what really is needed are hints for where to go for additional information. There is no reason for teachers to constantly have to "reinvent" the wheel. Many good things are going on! We have attempted to help you gain access to them.

In preparation of these materials, we have reviewed a number of research studies. These key resources are cited in the conclusions and recommendations sections.

As we noted in the letter to the student editors, we hope you too will find this information useful. Please let us know what additional information needs you have.

ON BILINGUAL STUDENTS

MAJOR CONCLUSIONS AND RECOMMENDATIONS (TE-B1)

KEY RESOURCES:

RIOS, Edwin T. and HANSEN, William E. Career and Vocational Development of Bilingual Students. Columbus, Ohio: The National Center for Research in Vocational Education and Las Cruces, New Mexico: The ERIC Clearinghouse on Rural Education and Small Schools, 1978. (ED 164 977)

MIRANDA, L. and Associates. Concerns of Minority Women with Respect to Vocational Education. Washington, D.C.: L. Miranda and Associates, Inc., 1977. (ED 164 633)

ARNOW, Beth. Bilingual/ESL Programs for Migrant Children. Las Cruces, New Mexico: The ERIC Clearinghouse on Rural Education and Small Schools, 1977. (ED 134 351)

GONZALEZ, Jose and VAZQUEZ, Anibal. The Need for Bilingual-Vocational Education in America. Atlanta, Georgia: Southern Region Vocational Education Leadership Development Conference, 1976. (ED 130 100)

SALAZAR, Arturo and CHRISTIANSEN, James E. The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. College Station, Texas: College of Education, Texas A and M University, 1976. (ED 137 518)

* * * * *

RIOS and HANSEN reminded the reader that their general recommendations are parts of a "total package" which must be developed,--but that the package has yet to be completely developed. The relevant points for teachers were:

(1) Since language is a critical factor in planning career education for limited- and non-English-speaking persons, awareness and exploration must be presented in a vernacular readily assimilated by the younger child. The use of native language, plus introduction of

English at an appropriate time, is most important.

(2) Children of bilingual families, where two languages are critical for survival, will demonstrate distinctive, generally more adult, characteristics. These factors require teachers to utilize a practical and experimental vehicle for teaching basic skills.

(3) The school system loses its "holding power" on bilingual children during the 7th through 9th grades when the child is physically able to satisfy unskilled requirements of the world of work. It is at this level that career exploration should be introduced.

(4) Career-related materials in bilingual format are virtually non-existent; however, some pre-vocational and vocational skill development materials are available.

In their specific suggestions, four recommendations were made:

(1) That bilingual career awareness materials (grades K-6) and exploration materials (grades K-7) be developed in terms of career concept development, languages appropriate for student, and the environment of the bilingual family. The bilingual family, whether or not it is disadvantaged, requires support that reinforces complete communication. Because the family frequently is isolated from the monolingual English-speaking community, it is necessary to link awareness and exploration directly in order to give the family an opportunity to make decisions regarding their courses of action, e.g., in the world of work.

(2) That the social maturity of a child from a bilingual family be determined before the child is encouraged to explore the world of work. The child of a bilingual family frequently has experienced pressures of the adult world long before the child of a monolingual English-speaking family. Concepts of love, sharing, work scheduling, programming, nurturing, and belonging are frequently more developed in the child of a bilingual family, particularly if they are disadvantaged.

The hard decisions of the adult world are required of the bilingual child at a fairly early age.

(3) That the "holding" ability of schools serving bilingual students be determined before career education programs are infused into regular programs. There is a wide variety of patterns of school dropout of children of bilingual families. Skill development programs in high schools are of limited community value if a disproportionate number of children are dropping out at the junior high school levels. This pattern is observable in many areas, particularly in the western states where the preponderant bilingual families are Spanish-speaking farm migrants.

(4) That bilingual career education programs be developed with the needs of both students and their parents in mind. Since children may be learning career concepts with materials in either language, it is important that they be able to discuss career options with their parents. Conversely, it is important that parents learn while their children are learning.

MIRANDA concluded that viable vocational education programs must be available, especially for minority women. Programs must go where the need exists. Access to public transportation, neighborhood proximity, flexible scheduling, and strong support services are key elements in a successful program. Adequate placement and follow-up must be a part of a program for minority women. They also indicated that minority women share many of the occupational barriers common to majority women. However, minority women have needs unique to their socio-economic class, culture, language, regional or local setting.

Although ARNOW did not specifically focus on work related concerns, one recommendation dealt with this issue. She noted that there has never been an adequate count of migrant children. The Migrant Student Record Transfer System collects information but fails to record either the child's home or dominant language. This information is as critical to program planning as the child's scores on specific tests. Before Spanish speaking migrant children's needs can be met, determination of the number of migrant children currently enrolled in elementary and high schools is needed.

GONZALEZ focused on the need for bilingual-vocational programs, emphasizing that oral and written language is not the only or even most important factor in developing such a program. Understanding the cultural background of each non-English speaking student will provide teachers and students with a mutual rapport on which to build the teaching-learning process.

SALAZAR and CHRISTIANSEN attempted to determine the need for bilingual vocational education programs in secondary schools. Only one conclusion was relevant to counselors, namely, that "world-of-work experience appears to be a factor in determining their perception of bilingual vocational education."

SUGGESTIONS AND PROGRAM IDEAS (TE-B2)

In a section on "language dominance and career education," RIOS and HANSEN examined the role of schools in relation to career education activities. They indicated that language dominance varies from individual to individual and from grade to grade. The following may be useful in viewing the picture as a whole:

Student Grade Level:	Career Education Activity:	Language Dominance:
10 - 12	Skill Development	ENGLISH Society dominant
7 - 9	Exploration	ENGLISH and OTHER both equally
K - 6	Awareness	ENGLISH or OTHER Family dominant

The authors suggested a general approach to be followed at the lower elementary and intermediate grades:

(1) At the lower elementary grades, either English or a different family language is suitable for the general information associated with career "awareness." Significant information can be presented by the teacher without affecting the clear understanding of the child.

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(2) At the intermediate grade levels associated with the more specific activities of career "exploration," significant information must be developed by the teacher in both English and the home language. Children must be able, at this stage, to communicate effectively with both the teacher and their limited-English-speaking parents.

ARNOW suggested a number of strategies for both English as a Second Language (ESL) classrooms as well as bilingual classrooms.

(1) The ESL Classroom. In an ESL program, the instructor works alongside the regular classroom teacher. While the classroom teacher is carrying out regular activities, the bilingual instructor assists limited-English-speaking students in understanding the concepts presented and in gaining English second language skills. The two teachers plan classroom activities together. Time spent on ESL depends largely on the students' ages and attention spans and how much they could learn informally from native English speaking students in such non-academic situations as physical education, art, music, and the like.

(2) The Bilingual Classroom. If a school selects a supplementary bilingual program, instruction in the native language will be given during a set aside portion of the day, usually by a teacher employed specifically to teach bilingual children. The regular classroom activities remain fairly much the same, although supplementary classes should be coordinated with the regular classroom. Classroom schedules must be structured to provide children with exposure to and practice in both languages. There are various ways of separating the two languages in the classroom. One alternative is to separate languages according to subject matter; for example, language arts and social studies may be taught in Spanish, math and science in English. A second alternative is to divide language use by time; for example, in the morning Spanish is used, in the afternoon, English. A third alternative, which can be very appropriate for team-teaching, is separating the language by teacher.

Instructional Materials. Bilingual and ESL teachers are fortunate that more instructional materials are becoming available. While many materials will not fit any given program because of the differences in local language and culture, there are other materials available that can be adapted. The Bilingual Education Service Center of Illinois has produced a document, Curriculum Materials for Bilingual Programs: Spanish-English (ED 084 927), which lists 3400 titles of materials and a supplement which lists an additional 675 titles. For each title, the subject, the suggested grade level, the media, the publisher, and the distributor are listed. The Educational Products Information Exchange Institute has evaluated over 100 Spanish language arts series in the EPIE Report: Number 73, Selector's Guide for Bilingual Education Materials (1976). A second volume, EPIE Report: Number 74, Selector's Guide for Bilingual Education Materials, Spanish "Branch" Programs, evaluated instructional materials in various subject areas. These reports should be helpful in the process of selecting materials.

ARNOW also gave these specific suggestions for teachers who are attempting to meet both cognitive and affective needs:

(1) Cognitive Needs. The teacher must determine the student's skill level in the English language, the content areas, and (for a bilingual program) in the native language. Teaching a child a skill that is inappropriate for one's level is a waste of time. Tests are available for diagnosing language proficiency, language dominancy, and academic achievement. Evaluation Instruments for Bilingual Education: An Annotated Bibliography (ED 111 182) describes instruments that may be used with bilingual migrant children. The Northwest Regional Educational Laboratory has evaluated language dominancy instruments in the publication Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments (ED 129 099).

The classroom should be organized so that children can master the prescribed skill that best suits them. Activities that can be effective include work at learning centers, individual work, and small group work. The author also pointed to some useful concepts on the different cognitive learning styles in New Approaches to Bilingual Bicultural Education No. 4 Field Sensitivity and Field Independence in Children (ED 111 180).

(2) Affective Needs - Biculturalism. Children's positive self-concept is related to a positive concept of their home. Therefore, it is almost impossible to speak about a limited English speaking migrant child's affective needs without talking about biculturalism in the classroom. Career education can be used to point out many positive aspects of biculturalism. Migrant students can learn about job opportunities which will be open to bilingual students who complete high school. Students at the elementary level also are not too young to become aware of various career options.

ADDITIONAL RESOURCES (TE-B3)

One of the most valuable items in RIOS and HANSEN is the selection on Model Funded Programs in which the following programs are listed:

(1) Nyssa, Oregon/Community Services

In this small community, health, education and labor agencies cooperated to provide a comprehensive service package to rural farm workers. The program demonstrates that linkage is possible; however, the process must be set in motion in the larger arena. Agencies must agree on common goals. (Source: Nyssa Service Center Quarterly Report. Salem, Oregon: State Department of Human Resources, October. 1973.)

(2) Pine Ridge Post, South Dakota/Secondary Bilingual Vocational Education Program

Limited- and non-English-speaking individuals are selected to learn the construction trade. Skilled Native Americans serve as instructors in training participants in tool usage, the preparation of concrete, farming, electrical and finish carpentry. The program uses Native American role models and a practicum with a high level of identification with the final product. (Source: Current Projects in Vocational Education. FY 1977. Sellers, L.A. and Gordon, R., eds. Columbus, Ohio: The National Center for Research in Vocational Education. February, 1978.) (ED 151 611).

(3) Yakima, Washington/School District Migrant Opportunity Center

The program utilizes career exploration (bilingual), career counseling (bilingual), work experience (English), ESL instruction, and tutorial assistance to pull previous dropouts back into high school programs. It also utilizes the lure of regular income through work experience and the attractiveness of a General Education Diploma or high school diploma to attract and hold students. (Source: Migrant Opportunities Center Handbook. Yakima, Washington: Yakima School District, 1978.)

Much of the background work in this area has been done by RIOS and his colleagues. The following sources from ERIC are most valuable:

(1) ED 132 312
Development of Career Awareness Materials for Spanish-Speaking Migrant Children. Grades K-6. A Technical Report. 1976. Edwin Rios. San Jose, California: Educational Factors, Inc. (Executive Summary, 10 p.)

Twelve different career education bilingual (Spanish-English) curriculum units were the results of a project designed to develop educational materials, for use in classrooms, which would simultaneously provide career information to the Spanish-speaking migrant student at the elementary level. Each curriculum unit, containing three booklets, was developed at different levels of student reading ability--Level A (nonreader), Level B (beginning reader), and Level C (advanced reader), for a total of 36 different books (modules). Each book was designed as a self-contained learning module comprised of a teacher manual, two student activities, and a set of criterion-referenced tests. These materials were field tested using a national advisory panel, 78 teachers, and 1,488 students from seven states representing three major migrant streams--western, central, and eastern. The students were representative of the two main Spanish-speaking groups-- Mexican-American and Puerto Rican. Results showed that the objectives of the project had been met and that the materials (1) are useful for interstate, intrastate, or settled out migrants, (2) are useful for non-migrant Spanish-speaking students, including those beyond the sixth grade, (3) can be infused by teachers into the traditional school curriculum, or by parents, resource teachers, and teacher aides in separate programs, i.e., summer school, (4) are useful over a wider geographical area due to their bilingual quality, and (5) have a demonstrable ability to help the student relate positively to his or her local school and home environment.

(2) ED 132 314 through 132 348
Discover the World of Work. (34 volumes) June 1976.
San Jose, California: Educational Factors, Inc.
The following item is a representative sample:

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Cattle Rancher. Level A (ED 132 314) Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the cattle rancher. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the cattle rancher at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitudes and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis.

ARNOW included much useful material. Of particular value are the names and addresses of the various bilingual education centers around the country. For example: training resource centers (15 are listed), dissemination and assessment centers (3 are listed), and materials development centers (14 are listed).

MIRANDA included a list of minority women's organizations. The following section presents a brief sampling of what can be found in the original source from the Project of the Status and Education of Women, Association of American Colleges:

(1) BLACK WOMEN'S EMPLOYMENT PROJECT
NAACP Legal Defense and Education Fund, Inc.
10 Columbus Circle
New York, New York 10019

The project specializes in litigation on behalf of black women workers. Although not a membership organization, the project, through the Earl Warren Legal Training Program, provides scholarships for black students in law schools.

(2) COMMISSION ON HIGHER EDUCATION
National Council of Negro Women
1346 Connecticut Avenue
Washington, D.C. 20036

The National Council of Negro Women established this commission to organize black women to examine and improve the situation they confront in colleges and universities across the country. The commission has concentrated on problems facing black women administrators, faculty, and students, and has issued a working paper, Executive and Legislative Agenda for Minority Women and Girls. The 15-page paper is available for $2.00 from the Commission of Higher Education, Legislative Committee, c/o Elizabeth Abramowitz, 2344 King Place, NW, Washington, D.C. 20007

(3) NATIONAL HOOK-UP OF BLACK WOMEN, INC.
2021 K Street NW, Suite 305
Washington, D.C. 20006

The National Hook-Up of Black Women was established in 1975 to provide a communications network for the millions of black women dedicated to improving the status of the black community and black women. The Hook-Up has a program committee which focuses on educational policy. They are developing a talent bank to serve as a resource for private and public employers.

(4) CHICANA SERVICE ACTION CENTER
2244 Beverly Boulevard
Los Angeles, California 90057

The Chicana Service Action Center is a non-membership agency established to give women the opportunity to upgrade employable skills, establish vocational goals and improve basic educational skills. The center administers a wide range of training and education programs and also publishes a bi-monthly newsletter.

(5) MEXICAN AMERICAN WOMEN'S NATIONAL ASSOCIATION (MANA)
P.O. Box 23656
Washington, D.C. 20024

The Mexican American Women's National Association (MANA) was organized to provide a national forum by which Chicanas can impact on national issues of concern to them. The association has 200 members in nine states and has held a national training conference. A newsletter is published for members.

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(6) NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION
720 East Spruce Street
Sisseton, South Dakota 57262

The North American Indian Women's Association is a non-profit educational association established to promote the improvement of education, health, and family life of North American Indian people. The association also aims to promote intertribal communications and awareness of Indian culture. A newsletter is published. For subscription information, contact Anna McAlear, Newsletter Editor, 3 Hibiscus Court Village, Gaithersburg, Maryland 20760.

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300 North Zeeb Road
Ann Arbor, Michigan 48106

Items TE-W1
TE-W2
TE-W3

TEACHER BACKGROUND ITEMS: ON SEX EQUITY

Knowledge Interpretation Project

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1979

TO TEACHERS AND COUNSELORS:

These background information items, hopefully, will be useful to you in your work with students. We have organized the material along three lines:

(1) Summaries of the major conclusions and recommendations of the research. Obviously not all of the conclusions and recommendations of research are targeted to teachers and counselors. We have selected the major items which have relevance to the classroom and presented them, we trust, in a concise and compact way.

(2) Relevant suggestions and program ideas which can be utilized in the classroom or counseling sessions. Although educational research generally has not been targeted to teachers, if one looks for specific educational and guidance techniques and procedures, one will find them. We hope these will be useful in your teaching or counseling.

(3) Additional resources and other relevant programs and projects relating to the major topics. As every teacher knows, time to conduct research--or even to read the findings--is limited. The day is just so long. Most often, it is not long enough! Experience tells us that what really is needed are hints for where to go for additional information. There is no reason for teachers to constantly have to "reinvent" the wheel. Many good things are going on! We have attempted to help you gain access to them.

In preparation of these materials, we have reviewed a number of research studies. These key resources are cited in the conclusions and recommendations sections.

As we noted in the letter to the student editors, we hope you too will find this information useful. Please let us know what additional information needs you have.

ON SEX EQUITY

MAJOR CONCLUSIONS AND RECOMMENDATIONS (TE-W1)

KEY RESOURCES:

BRIGGS, Norma L. Women and the Skilled Trades. Columbus, Ohio: Center for Research in Vocational Education, 1978. (ED 164 975)

FARMER, Helen S. Counseling Programs and Services for Women in Non-Traditional Occupations. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (ED 164 976)

HARMON, Lenore W. The Guidance Needs of Women. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 609)*

STEIGER, JoAnn M. and SCHLESINGER, Sue H. Fostering Sex Fairness in Vocational Education: Strategies for Administrators. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 607)*

VERHEYDEN-HILLIARD, Mary Ellen. Professional Development Programs for Sex Equity in Vocational Education. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 608)*

* * * * *

BRIGGS indicated that, because of the inclusion of women in regulations requiring affirmative action for workers in federally financed construction and government registered apprentice programs, the number of women entering the skilled trades should increase. She also concluded that until there is a fundamental shift in attitudes toward men and women and toward the value of the work each performs, skilled trades which pay well will continue to be the preserve of men only. The entry of women into a skilled field will be viewed by some as a "contaminating" factor in proportion to the number of women who enter the particular field. Briggs raised this important question you might

* ED# not assigned at time of publication

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wish to consider with your students: "What must we do and what must we change to enable ourselves to see people as people, workers as workers, and skills as skills rather than to see these through the distorting prisms of society's differential expectations of each sex?"

FARMER identified positive trends in several non-traditional occupational fields for women-- engineering, medicine, dentistry, law-- fields where female enrollments in training programs have increased dramatically in the past decade. These increases are the result of several factors rather than the result of any one program effort, for example, legislation (Title IX, removal of protective laws, affirmative action and equal opportunity legislation) and efforts by a number of universities to recruit more women (e.g., dentistry at UCLA). She noted that support for equal rights legislation has grown with changes in our society due to technological advances in health, conception, and homemaking. These changes over the past 75 years have laid the groundwork for women entering the marketplace in increasing numbers and on a more equitable basis. However, old attitudes, beliefs, and practices continue to be adherred to by some. Our efforts at change should focus on "parents, teachers, policymakers, employers and children of both sexes to help them value the new work role opportunities for women." (See material on Project Born Free at the University of Minnesota.)

HARMON concluded by presenting a number of recommendations, for example: Counselors should...

(1) be aware of the facts of women's employment,

(2) challenge the developers of career information and testing materials to eliminate sex-stereotyping in their products,

(3) work on the problem of motivating students before providing career materials, testing, and career education experiences,

(4) encourage girls, especially in junior high, to enter math and science courses, and

(5) establish programs to develop assertiveness, decision-making, and time management skills.

Teachers should...

(1) be aware that women students may need special help in math and spatial skills,

(2) be aware that many women students lack confidence in their skills and ability to control their lives; reinforcement can increase their sense of control over their lives and careers by increasing the control of their own learning process,

(3) encourage both sexes to explore the perceptions and work styles of the other by encouraging classroom cooperation, rather than competition, between the sexes, and

(4) challenge the developers of curricular materials which give the impression that vocational roles for women are limited because of sex.

STEIGER and SCHLESINGER'S conclusion is brief but pertinent: "What can be done? The answers are limitless. Although sex stereotyping is pervasive throughout our schools and our culture, opportunities to foster sex fairness are all around us. One can start anywhere: student recruitment, staff training, parent education. Simultaneous efforts on a number of fronts can reinforce one another and lead to even greater progress."

VERHEYDEN-HILLIARD offered two general recommendations:

(1) Teachers should develop an awareness of the impact of their attitudes on their students and the force of their example as role models. Classroom teachers must realize the impact of their own personal values on students through values and attitude clarification experiences. Training and placement of women teachers in male-dominated courses would help bring balance.... Such changes could make male-intensive courses of study more believable to girls and to their families as work which is appropriate for women. For boys and young men: it would be particularly valuable to see men as home economists. As the two-career family becomes more common, men will need to learn more about the responsibilities of home and child care.

(2) Counselors also should become aware of their personal level of commitment to and understanding of sex equity. Positive

steps include setting goals for non-sexist approaches to career counseling and non-sexist use of interest inventories through honest discussion of occupational and life skills. Counselors have an impact on students in many ways beyond the counseling situation. They schedule classes and serve as resource, referral, and reference points. Their values can have an impact on students in ways the student may never know.

SUGGESTIONS AND PROGRAM IDEAS (TE-W2)

While BRIGGS did not directly present techniques for the teacher or counselor, her entire review is useful in that it presented excellent background material for understanding the nature of the problem of women planning to enter the skilled trades. She indicated that women continue to be underrepresented in both apprenticeship programs and vocational/technical education programs, even though affirmative action regulations and special stimulus programs have made some gains. She also noted that women have been well represented as participants in federal government training programs. However, they have been disproportionately concentrated in programs which lead to low-skill jobs. Government funded outreach projects designed to prepare and place women in pre-apprenticeship, apprenticeship, and traditionally male blue-collar jobs have increased from one program in 1971 to over eighty in 1978.

Although FARMER focused primarily on counseling and support services for increasing the participation of college women in occupations traditionally dominated by men, three "implications for practice" were directed toward high school teachers:

(1) The role of mathematics as a critical factor for those entering non-traditional occupations requiring technical and mathematical skills should be given serious attention. Programs to reduce "math anxiety" at high schools are highly desirable.

(2) Career satisfaction is related to finding an occupation which matches a person's basic interests. By encouraging students to explore the widest possible range of occupations, interests may develop which lead some to choose non-traditional occupations. Since interests are learned, interest in non-traditional occupations

could be developed by providing a full range of experiences with traditional male, as well as female activities.

(3) Because of recent changes in employment opportunity, teachers should help make women aware of new career training possibilities. Legislation requiring equal access to training has created opportunities for women of lower socioeconomic background. Counselors must provide information about opportunities for training and employment, financial aid, and child care to persons in need of such information. Increasing support for the career aspirations of women may be as important a change agent as efforts directed toward changing their attitudes and work related skills. Teachers and counselors are encouraged to invest in both types of change.

Perhaps the most relevant item, from the standpoint of the teacher, in the review by HARMON was the reference to the work of Maccoby and Jacklin. In order to understand the guidance needs of women, Harmon pointed out that it is important to understand how women appear to differ from men in abilities, interests, motivation, and personality, especially when these variables may affect their behavior in the work force. (For a more detailed analysis of these concepts, see the complete study by Harmon.)

Although the subtitle of the STEIGER and SCHLESINGER paper is "Strategies for Administrators," many points were directly applicable for teachers and counselors. Since many students are not aware of their full range of career options or the advantages and disadvantages of each option, teachers and counselors should consider the following suggestions:

(1) Recommend purchasing only sex-fair materials. Publishers are becoming increasingly aware of the sex fairness issue and are revising their materials accordingly. School policy should require that all new acquisitions be sex fair.

(2) Develop supplementary materials. If specific careers are portrayed as only for one sex, purchase or develop supplementary materials showing the opposite sex in that occupation.

(3) Raise the sex stereotyping issue when using biased materials. Teachers can be provided with suggestions for discussion of sex stereotyping of careers. The biased materials can be used as examples. (For example, Women on Words and Images has published Guidelines for the Creative Use of Biased Materials in a Non-Biased Way, a useful document for teachers.)

(4) Invite non-traditional role models to speak with students. A personal visit by a woman deep-sea diver or male nurse can have more impact on students than a picture. Community branches of organizations interested in sex fairness such as the National Organization for Women or the Women's Equity Action League may be willing to help locate such people. In a number of communities this has become so popular that some of the star "role models" have been overwhelmed with requests.

(5) Seek out non-traditional workers when planning site visits. Teachers can make special efforts to visit employees in non-traditional positions when their programs include field trips to job sites.

A number of concrete suggestions were made to encourage students to enroll in programs not traditional for their sex:

(1) Orientation programs. A-V materials should portray both males and females as students and workers. Written materials also should not give the impression that the program is only for one sex.

(2) Mini-courses. Units on sex stereotyping should be incorporated into the curriculum of required courses such as English or social studies, following the popular career education idea of "infusing" career information into the curriculum.

(3) Career fairs. Students should be given the opportunity to talk to potential employers or individuals knowledgeable about occupational areas. Special efforts should be made to emphasize that all jobs are open to both sexes. A special display of people in non-traditional careers should be included. If the community has a special project for non-traditional placements--many

CETA prime sponsors fund such projects-- the project staff may be willing to operate the display.

(4) Guidance and counseling. For many students, the only source of information about programs is a visit with the guidance counselor. Without adequate information about expanding career possibilities for both sexes, the counselor can unwittingly perpetuate sex bias in relation to the world of work.

VERHEYDEN-HILLIARD gave a number of specific suggestions for working with students to help them overcome the stereotypes holding them back from free occupational choice. Awareness sessions were suggested, including group discussion and role playing, to assist junior and senior high school girls to consider male-dominated careers. Four specific ideas were presented:

(1) The consciousness-raising techniques of the women's movement, geared to the needs of young high school women, are recommended to clarify the issues of early sex stereotyping. Career development programs from elementary to community college level are urged for girls and women.

(2) Students are entitled to curricula designed to foster rather than limit expansion of options. Some schools, through round-robin selection of prevocational courses, allow young men and women to try out all vocational options on a rotating basis. Other high schools have instituted women's studies courses for the non-college bound senior high school women.

(3) Research on intervention with students is yielding information of interest concerning career exploration. In one intervention strategy, sixth grade girls met with their counselors for 30 minutes a week for six weeks. The girls participated in a variety of activities including role playing and job site visits. At the end of the period the girls had tripled the number of job options they were able to suggest for an adult woman. However, all the choices were still sex-stereotypic. (The researchers conclude that it was not enough to simply talk about careers, or jobs, or expanding options unless the question of sex stereotyping was addressed

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directly. As the following point indicated, even that may not be enough.)

(4) In a test of another intervention strategy, upper elementary girls and boys were provided new career education materials for use in the classroom. These materials were nonstereotypic. Sex stereotyping was discussed with the youngsters in the class. A post-test indicated that the students expanded options for women and that the new options were non-sex stereotypic. However, when the girls and boys were asked what they intended or would choose for themselves, their answers for themselves still followed traditional roles. The researchers concluded that the intervention, although addressing sex stereotyping, was not personalized sufficiently. Youngsters still did not feel free to consider the non-traditional options for themselves. (The research demonstrated the level of involvement and effort needed to assist students, girls particularly, to expand their options.)

ADDITIONAL RESOURCES (TE-W3)

BRIGGS included these four items for teachers who wished to gain background information for a unit on "women and the skilled trades":

Bickner, M.L. Women at Work: An Annotated Bibliography. Los Angeles: Manpower Research Center, Institute of Industrial Relations, University of California, 1974. (ED 095 398)

Koba Associates, Inc. Women in Non-traditional Occupations; A Bibliography. Washington, D.C.: U.S. Bureau of Occupations and Adult Education, 1976. (ED 133 460)

Mapp, P. Women in Apprenticeship: Why Not? Final Report. Madison, Wisconsin: Department of Industry, Labor and Human Relations, 1973. (ED 086 880)

Rj Associates, Inc. A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Post-secondary Area Vocational Training Schools. Final Report. 1: Narrative Report. Arlington, Virginia, 1976. (ED 132 429)

Although FARMER provided much material about counseling and support programs, much of it dealt with college women. The following two items were relevant to secondary school students:

(1) CATALYST is an organization dedicated to helping women with career planning. (Several self-help booklets are available from its office at 14 East 60th Street, New York, NY 10022.) Booklets are addressed to specific non-traditional occupations such as engineering and accounting. The purpose of these booklets is to help women bring their goals into focus and to develop realistic plans in a field for which their personal attributes and interests suit them and for which there is a job market.

(2) Project BORN FREE is aimed at changing career socialization for both sexes in order to increase the type of options considered by both. Its primary goal is to change educational environments in ways that will facilitate sex-free career exploration, planning, and choice. The project involves psychologists, educators, and parents working in elementary through postsecondary institutions to reduce career-related sex role stereotyping. Printed materials and video tapes have been developed for use in training educators, parents, and students. (The shortened title, BORN FREE, is an acronym that expresses what the project is about: to Build Options, Reassess Norms, and Free Roles through Educational Equity. For more information contact: Project BORN FREE, College of Education, University of Minnesota, Minneapolis, MN 55455.)

In addition, FARMER also included a number of excellent resource materials for use by teachers and students exploring the fields of medicine and health, law, engineering, science, and mathematics. Her original source was:

Project on the Status and Education of Women. Recruiting Women for Traditionally "Male" Careers: Programs and Resources for Getting Women into the Men's World. Washington, D.C.: Association of American Colleges, 1977. (ED 145 256)

The section on resources of special interest to minority women included information on the following programs:

(1) The Earl Warren Legal Training Program of the NAACP Legal Defense and Educational Fund. Provides scholarships for black students in law schools. The program also administers an internship program. For further information contact:

NAACP Legal Defense and Educational Fund, Inc.
10 Columbus Circle
New York, NY 10019

(2) Minority Engineering Education Effort (ME^3) makes available data collected from minority high school seniors which might be of help to institutions developing programs and strategies to increase minority enrollment and reduce attrition. ME^3 also provides information for career days and guidance and counseling programs; it also can help institutions identify minority students interested in engineering. For further information contact:

Minority Engineering Education Effort
345 East 47th Street
New York, NY 10017

(3) Is There a Future in Health Careers for Minority Group Americans? Designed to increase the representation of minority group Americans into health fields, the program consists of recruitment, career guidance and consultation, participant support services, and assistance in securing financial aid. For further information contact:

Health Careers Program
National Council of Negro Women
815 Second Avenue, Suite 901
New York, NY 10017

Four of HARMON's references to journal articles should be helpful:

Hawley, P. "What Women Think Men Think: Does It Affect Their Career Choice?" Journal of Counseling Psychology 18 (1971): 193-199.

Horner, M.S. "Fail: Bright Women." Psychology Today 3 (1969): 36-41.

Lipman-Blumen, J. "How Ideology Shapes Women's Lives." Scientific American 226 (1972): 34-42.

Roby, P.A. "Toward Full Equality: More Job Education for Women." School Review 84 (1976): 181-211.

STEIGER and SCHLESINGER refered to a national directory of women's employment programs. The directory, available from Wider Opportunities for Women, 1649 K Street, NW, Washington, D.C. 20006, provides detailed descriptions of more than one hundred women's employment organizations that conduct job counseling, training, and placement. The organization also publishes a handbook for employers, Working for You: A Guide to Employing Women in Non-traditional Jobs. This booklet summarizes many basic findings on the components of successful non-traditional placement, including items dealing with harrassment and overprotection by male co-workers and monitoring to be sure women are allowed the full range of experiences necessary to learn the job.

They also listed several relevant journal articles, for example:

Beuf, A. "Doctor, Lawyer, Household Drudge." Journal of Communications 24 (1974): 142-145.

Saario, T.N.; Jacklin, C.M. and Tittle, C.H. "Sex Stereotyping in the Public Schools." Harvard Education Review 43 (1973): 386-416.

Schlossberg, N.K., and Goodman, J. "A Woman's Place: Children's Sex Stereotypes of Occupations." Vocational Guidance Quarterly 20 (1972): 266-270.

Waldman, Elizabeth, and McEaddy, Beverly J. "Where Women Work--An Analysis by Industry and Occupation." Monthly Labor Review 97 (May 1974): 3-13.

VERHEYDEN-HILLIARD similarly listed several important journal articles:

Englehard, Patricia Auer, et. al. "Trends in Counselor Attitude About Women's Roles. Journal of Counseling Psychology 23 (1976): 365-371.

Harris, Sandra W. "Sex Typing in Girl's Career Choices: A Challenge to Counselors." Vocational Guidance Quarterly 23 (1974): 128-133.

Kilby, Jan E., and Whited, Cheryl. "Toward a Non-Sexist Approach to Career Counseling." Texas Personnel and Guidance Journal 4 (1975): 76-82.

Morris, Jane. "Exploring Nonconventional Careers for Women." School Counselor 23 (1976): 127-131. (EJ 129 054).

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TO TEACHERS AND COUNSELORS:

These background information items, hopefully, will be useful to you in your work with students. We have organized the material along three lines:

(1) Summaries of the major conclusions and recommendations of the research. Obviously not all of the conclusions and recommendations of research are targeted to teachers and counselors. We have selected the major items which have relevance to the classroom and presented them, we trust, in a concise and compact way.

(2) Relevant suggestions and program ideas which can be utilized in the classroom or counseling sessions. Although educational research generally has not been targeted to teachers, if one looks for specific educational and guidance techniques and procedures, one will find them. We hope these will be useful in your teaching or counseling.

(3) Additional resources and other relevant programs and projects relating to the major topics. As every teacher knows, time to conduct research--or even to read the findings--is limited. The day is just so long. Most often, it is not long enough! Experience tells us that what really is needed are hints for where to go for additional information. There is no reason for teachers to constantly have to "reinvent" the wheel. Many good things are going on! We have attempted to help you gain access to them.

In preparation of these materials, we have reviewed a number of research studies. These key resources are cited in the conclusions and recommendations sections.

As we noted in the letter to the student editors, we hope you too will find this information useful. Please let us know what additional information needs you have.

ON HANDICAPPED STUDENTS

MAJOR CONCLUSIONS AND RECOMMENDATIONS (TE-H1)

KEY RESOURCES:

BROLIN, Donn E. and Kolstoe, Oliver P. The Career and Vocational Development of Handicapped Learners. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (ED 166 419)

LENNON, Thelma C. Guidance Needs of Special Populations. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 605)*

TINDALL, Lloyd W. and GUGERTY, John J. Least Restrictive Alternative for Handicapped Students. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 603)*

McKINNEY, Lorella A. and SEAY, Donna M. Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 604)*

HULL, Marc E. Vocational Education for the Handicapped: A Review. Columbus, Ohio: The National Center for Research in Vocational Education, 1977. (ED 149 188)

* * * * *

BROLIN and KOLSTOE presented several generalizations, conclusions, and recommendations relevant to teachers and counselors. The generalizations:

(1) There appears to be a higher degree of vocational success for handicapped students who experienced a work-study curriculum compared to those who received the more traditionally academic one. There also appears to be many other curriculum aspects that need attention if a higher proportion of handicapped students are to be successful. Personal-social, daily living skills, and other career education experiences and instruction appears critical for career success.

* ED# not assigned at time of publication

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(2) Competency-based career education, if appropriately planned, is reported to be acceptable to a larger proportion of school personnel.

(3) Career education activities, including work experiences, positively increase students' self-awareness, self-concept, occupational awareness and choice, work attitudes, and job skills.

The conclusions and recommendations:

(1) There is lack of agreement regarding a career education content and developmental sequence. Curriculum inconsistencies will continue to exist unless efforts are directed toward establishing an acceptable scope and sequence of content on a K-12 and beyond continuum.... There is a need to investigate the interaction of the total components of career education, including the school, family, and community, and the stages of career awareness, exploration, preparation, placement, and follow-up. Career education is a complex phenomenon which must be infused into a complete educational approach.

(2) Too little attention has been given to the career development process for handicapped individuals. Career development theory may be a means of understanding the career development process for handicapped children. If this were to occur, career education experiences and activities could be more appropriately offered.

LENNON provided two lists of recommendations.

For teachers:

(1) Develop a knowledge of programs and services to facilitate referral...and Individualized Education Programs (IEPs).

(2) Be cognizant of individual abilities and accept students as individuals. Allow for modification of methods and materials to provide for successful experiences by students.

(3) Develop classroom experiences based on performance level. Expectations for performance should relate to information contained in the IEP and be based on daily observation.

(4) Provide appropriate feedback to students and parents on student needs, performance, and need for reassessment of placement on the IEP.

For counselors:

(1) Participate in activities related to referral/evaluation/screening, e.g., placement, IEPs, parental involvement, due process, and confidentiality.

(2) Provide leadership and, when appropriate, direct involvement in selection and administration of tests dealing with interests and vocational potential.

(3) Serve as a resource for obtaining appropriate materials and information.

TINDALL and GUGERTY offered a number of planning recommendations directed to state education departments and colleges and universities. However, one focused on teachers particularly:

> Explore the competency-based approach to instruction, coupled with an "open-entry, open-exit" enrollment policy. The curricula should be developed in cooperation with the needs of local employers so that students who do not or cannot master the competencies required for proficiency in a broad vocational area can focus on competencies which would make them employable.
>
> In addition, the following conclusion also was relevant: In order for a handicapped student to be given the "least restrictive alternative," existing materials must be shared and new materials developed.... Teachers should adopt, modify, or develop the appropriate materials as needed.

McKINNEY and SEAY offered a lengthy list of guidelines for developing Individual Education Programs (IEPs). Although the focus is on vocational education, a number had relevance to teachers working with handicapped youngsters. These points appeared to be pertinent:

(1) Select assessment instruments and activities that appropriately identify needs relating to the student's career goals.

(2) Establish occupational information experiences and programs that provide "hands-on" activities and information to assist the student in selecting realistic career goals.

(3) Analyze the academic, prevocational, and vocational skills and knowledge required by students for different vocational fields.

(4) Review available instructional materials: select and/or adapt those that are needed by students with different learning styles and handicaps.

(5) Modify equipment, materials, and facilities where needed to accommodate the various handicaps.

(6) Develop criterion-referenced performance tests to determine the skills and knowledge needed by the students.

(7) Prepare progress reports for the student at regular intervals. Student progress should be compared regularly to the objectives established in the IEP.

Although HULL directed his recommendations mainly toward state agencies, colleges, universities, and resource centers, two important points were directed to "persons who work directly with the handicapped":

(1) Expect more from handicapped persons than in the past. Assume that most can succeed in careers if given the right opportunities. Replace "busy work" with more skilled, technical, and professional career opportunities.

(2) Improve communications between handicapped and non-handicapped individuals. Seek and listen to each other in an open, supportive manner.

SUGGESTIONS AND PROGRAM IDEAS (TE-H2)

BROLIN and KOLSTOE listed 22 specific competencies "which are germane to adult role performance of the handicapped." Within the framework of three broad curriculum areas, the competencies are:

(1) Daily Living Skills --

- Managing family finances
- Selecting, managing and maintaining a home
- Caring for personal needs
- Raising children / family living
- Buying and preparing food
- Buying and caring for clothing
- Engaging in civic activities
- Utilizing recreation and leisure
- Getting around in the community

(2) Personal-Social Skills --

- Achieving self-awareness
- Acquiring self-confidence
- Achieving socially responsible behavior
- Maintaining good interpersonal skills
- Achieving independence
- Acquiring problem-solving skills
- Communicating adequately with others

(3) Occupational Guidance and Preparation --

- Knowing and exploring occupational possibilities
- Selecting and planning occupational choices
- Exhibiting appropriate work habits and behaviors
- Obtaining a specific occupational skill
- Seeking, securing, and maintaining employment

In related research, Brolin has drawn conclusions relating to the education of educable retarded students, several of which have implications for classroom activities:

(1) School personnel appear to be willing to utilize competency-based career education for educable retarded students. A competency-based, programmatic curriculum appears to be essential for successful integration (of these students).

(2) Most regular teachers are generally receptive to the integration of retarded students for the development of certain competencies. Successful integration is possible if planned appropriately.

(3) Special education teachers have a changing role as career educators, resource specialists, materials developers, remedial specialists, and coordinators of services for special students.

LENNON offered a number of explicit suggestions, three of which are applicable for teachers:

(1) Establish rapport with the student. This may involve working on home problems with parents, being realistic in giving advice, and helping students to develop their own values.

(2) Develop skill in "hearing" nonverbal communications. This comes from working directly with the student, seeking knowledge of the home environment, and being aware of the influences which affect the student's outlook.

(3) Help to supervise students who are on work-study programs, assist them to adjust to their work duties, and keep in contact with their employers.

Also "remember that for special need students the school day is often long and tedious; try to make it as supportive as possible."

TINDALL and GUGERTY offered this four-part suggestion for the "in-service process":

(1) Awareness: perceive the details of interpersonal interaction.

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(2) Reassurance: solicit input from other teachers concerning their successful experiences with handicapped learners.

(3) Problem definition: identify the learning characteristics associated with the handicapped student and examine the relevant teaching process.

(4) Problem resolution: present strategies.

In addition to the guidelines presented in their conclusions and recommendations, McKINNEY and SEAY developed a set of seven basic principles which an IEP team, including teachers, should consider:

(1) Identify competencies expected for successful performance in a course or program.

(2) Determine the individual needs--capabilities, interests, readiness, and the like--of the person for whom the IEP is being developed.

(3) Establish realistic annual goals and specific objectives based on consideration of what is needed to develop appropriate skills, knowledge, and performance to attain those required competencies.

(4) Identify and provide those supportive or supplemental services which will enable the individual to reach the goals and objectives prescribed.

(5) Establish flexible scheduling to provide for individual learning patterns.

(6) Establish ongoing evaluation as an integral part of the learning/performance process.

(7) Communicate regularly with the individual learner, parents, and other IEP team members to understand progress and to adjust, as necessary, the means or strategies for reaching established goals and objectives.

In presenting the concept that modifications in instructional delivery for the handicapped will be minimal for teachers who consistently use good teaching techniques, HULL offered five strategies:

(1) Get and maintain the attention of the student.

(2) Present information in a clear, deliberate manner at a pace geared to the receptivity of all students.

(3) Ask frequent review questions.

(4) Repeat information.

(5) Key in on students who appear not to be comprehending what is going on, for whatever reason.

ADDITIONAL RESOURCES (TE-H3)

BROLIN and KOLSTOE reported several important projects in process which should be of value to teachers. For example:

(1) The Career Accessibility Model (CAM) is being conducted by the Institute for Career Research, Hanover, Massachusetts. The project is developing a systematic approach to increasing job options for the educable mentally retarded in marketing and distribution. Through a process of job restructuring with employers, competency-based mainstreamed instruction, placement, and follow-up, CAM enables students to enter at any point and receive appropriate career information, instruction, and/or placement.... Instruction is centered around actual employment opportunities which have been developed in the job generation phase. Job placement occurs when the student is prepared for the entry point of the new career option.

(2) The Human Resources Center of Alberton, New York is conducting research in this area. Its Career Education Program has four objectives: to design and develop a comprehensive model for orthopedically handicapped children, pre K-12; to prepare a battery of assessment tools to monitor and determine the career development status and needs of these children; to determine their career education needs; and to test, validate, and

disseminate curriculum program guidelines. Twenty-one program objectives are formulated for the physically handicapped students which cluster into three areas; self-awareness, decision-making toward independent living, and career awareness. In the last year of the project there will be a comprehensive, sequential pre K - post 12 program.

(3) Iowa Central Community College in Fort Dodge, is adapting an Experience Based Career Education model to meet the career education needs of mildly mentally handicapped secondary students. The major goal is to provide experiences which will enable students to develop better work skills, make realistic career decisions, and achieve maximum academic achievement. The project is particularly significant because as far as one can determine, it is the only model of the four (original) USOE career education models that has been adapted specifically to the handicapped.

In addition, Brolin has conducted basic research and development in this area. Project PRICE, of the Department of Counseling and Personnel Services at the University of Missouri at Columbia, has drawn much attention. The seminal paper, Programming Retarded in Career Education (Project PRICE). Working Paper No. 1 (ED 096 777), has been described as follows:

> ...a career education program for educable mentally retarded (EMR) high school students which was developed by Project PRICE (Programming Retarded in Career Education).... Three areas of change necessary to implement career education in the total school system are suggested. Presented is a model program designed to develop 22 competencies in three primary curriculum areas of daily living skills, personal-social skills, and occupational guidance and preparation. Academic instruction is considered as auxiliary to skill development. Personnel who should share responsibility with the special education teacher are identified and ideas for implementing the model are discussed. The changing roles of special educators, regular school personnel, community personnel, and family are explicated.

LENNON presented several exemplary approaches intended to resolve what she terms "inhibiting factors" on the career development of special needs students. Two of the most relevant projects are:

(1) Project Narder (Fullerton, California) is designed for teenage handicapped, educable mentally retarded, and orthopedically handicapped high school students with job entry skills. The project focuses on initial job placement as well as placement in higher-level jobs not traditionally available for these students.

(2) Vocational Village (Portland, Oregon) is a program offering personalized career-oriented education to persons aged 14-21. It serves high school dropouts, those referred by the courts, and those transferred from regular high schools because of physical, mental, or emotional problems. The program helps economically and educationally disadvantaged youth by offering guidance and counseling, supportive programs, and interdisciplinary curriculum of home and career-oriented education designed for meeting individual needs, placement, and follow-up services.

McKINNEY and SEAY reviewed programs relating to the development of Individualized Education Programs. In addition, they present what appears to be a very useful set of resource materials:

> Information about the special needs of handicapped learners is offered in a set of five self-instructional booklets, entitled "Another Step Forward." The titles of the booklets are: (1) Mainstreaming Handicapped Students into Regular Classrooms, (2) Characteristics of Handicapped Students, (3) A System of Management, (4) Evaluation and Placement, and (5) Architectural Considerations for a Barrier-Free Environment. These materials, which cover a broad range of topics, provide a mechanism for effecting positive changes in attitudes and procedures. Teachers of vocational education, having completed this series of booklets or having a similar knowledge base, will find their contribution to the IEP Committee's work in development of the IEP greatly enhanced. (Source: Schwartz, S.E. Research and

Development of Instructional Booklets for Vocational Education for Mainstreaming the Handicapped: Another Step Forward. Final Report. Gainesville, FL: University of Florida, March, 1978.)

TINDALL and GUGERTY reported the development of a handbook for teachers to help identify and provide for the needs of handicapped students. (See Altfest, Myra. Vocational Education for Students with Special Needs: A Teacher's Handbook. Fort Collins, Colorado; Colorado State University, 1975.) Colorado State University also developed an in-service course on "Teaching Students with Special Needs." Two other projects reported were:

(1) Project SERVE (Special Education Rehabilitation and Vocational Education) in Minnesota is an example of a successful ongoing project to serve handicapped and disadvantaged students. The school setting provides many of the needs of a "least restrictive alternative" education for handicapped students. The counseling unit and the evaluation program work together to provide coordination of services, career exploration and prevocational orientation, vocational evaluation, and counseling. Special needs students are integrated into the regular #916 Vo-Tech-Serve Center programs comprised of 55 occupational areas. Students are provided with supplemental and remedial instruction and personal adjustment programs. A postsecondary program provides an opportunity for a high school equivalence examination. Job seeking and survival skills, independent living skills, and placement and follow-up services are provided. (Source: Wrobel, Charles. Memorandum: #916 Vo-Tech "SERVE Center" Vocational Evaluation and Training for Handicapped-Disadvantaged. White Bear Lake, Minnesota: 916 Area Vo-Tech Institute, 1972.)

(2) A project on program evaluation and planning, Project PEP identified the vocational needs of handicapped students in Wisconsin's secondary schools and the need for secondary-postsecondary articulation. The roles of vocational teachers were identified. Groups from each of Wisconsin's 16 vocational, technical, and adult education districts participated in a dissemination

and planning workshop to expand and improve vocational services to handicapped students. (Source: Tindall, Lloyd W. Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post Secondary Articulation. Madison, WI: University of Wisconsin-Madison, 1977. (ED 150 332).

The appendices in HULL's study are extremely useful, particularly the bibliographies of resource materials. Four of the more current items listed were:

- Annotated Bibliography of Prevocational-Vocational Materials for Students with Special Needs. (1977). (Source: Minnesota Instructional Materials, 3300 Century Avenue; North Center, White Bear Lake, Minnesota.)
- Career/Vocational Education Materials. (1976). (Source: Texas State Learning Resource Center, University of Texas, Austin, Texas.)
- Career/Vocational Instructional Materials for the Retarded. Malever and Matyas (1975). (Source: Project PRICE, College of Education, University of Missouri, Columbus, Missouri.)
- A Selected Bibliography for Vocational Training and Placement of the Severely Handicapped. Christensen, et al., (1975). (Source: American Institutes for Research in the Behavioral Sciences, Palo Alto, California.) (ED 116 436)

ADDITIONAL KEY RESOURCE:

Pathways to Employment is, no doubt, one of the most important sources of information in this area. Often referred to in the research literature, this report lists the recommendations made by the President's Committee on Employment of the Handicapped, November, 1976 (ED 146 651). Because of its wide use in the field, parts of the ERIC abstract are cited here:

> Presented are highlights of the major recommendations offered by over 200 professionals who participated in the meeting

on problems relating to the job preparation and placement of handicapped individuals. An initial section lists legislative recommendations, administrative recommendations, recommendations to the education community, and recommendations to the handicapped public. Sections making up the bulk of the document include an issue statement, some questions to consider, delegates' comments, and a table on the barriers along with possible solutions for each of the following areas: financing, personnel preparation, programming, legislation, parents and voluntary health agencies, materials, interagency cooperation, employers, insurance, accessibility, consumerism, testing and evaluation, attitudes, unions and trade associations, and sheltered workshops.

ERIC®
Clearinghouse on Adult, Career, and Vocational Education

HOW TO FIND THESE--AND OTHER--DOCUMENTS IN THE ERIC SYSTEM

A wealth of information for educators--and others--is available in the ERIC data base. ERIC, as most readers will know, stands for the Educational Resources Information Center. It is the largest depository of educational documents in the world.

There are two general types of information in ERIC: documents and journal articles. There are also two ways of searching for information: manually and by computer.

Documents include a wide variety of forms: research studies, final reports of projects, curriculum guides, and so on. To find documents about a given topic, the user consults the monthly and annual volumes of Resources in Education (RIE), looking in the subject index under specified words (descriptors) appropriate to one's interest. Under each descriptor are titles of documents relating specifically to the subject. Each title is given an ERIC number (e.g., ED 152 994). This is a serial number assigned by the ERIC Facility to the document when it arrives for processing into the system. The user selects ED numbers that fit one's needs and looks them up in the resume section of RIE. Under each number will be found complete bibliographic and ordering information for a given document. A list of other descriptors under which the document is listed and a brief abstract of the document are given. Access to documents is usually a simple matter: the user goes to a microfiche file (available in many college and university libraries and in school systems throughout the country), looks under the selected ED number, and retrieves the envelope containing the microfiche on which the entire document is microphotographed. The user then places the microfiche into a microform reader, which projects, a page at a time, an enlarged image onto a viewing screen. Some machines can produce paper copies from microfiche (although no copies should be made from those documents not bearing full copyright release statements on their title pages). The user also may order, by ED number, a copy from the ERIC Document Reproduction Service, providing that the document is available (i.e., is reproducible and has no copyright restrictions). Prices for both microfiche and hard (paper) copy accompany the bibliographic data of available documents. Occasionally, abstracts of documents having no copyright releases appear in RIE. These documents are available only from the institutions (or authors) that produced them. Ordering addresses and costs are always provided for these.

This, essentially, is the ERIC document referencing system. To have described it is, to a great extent, also to have described the ERIC journal referencing system.

The manual search approach for journals is basically the same as for documents. An exception is that the user consults the monthly and annual volumes of the Current Index to Journals in Education (CIJE). Titles and

resumes here are also given serial numbers. The numbers, however, begin with EJ rather than ED (a distinction whose importance will be explained in a moment). Also, there is no microfiche file of journal articles as there is of documents. Selected articles must be looked up in the original periodical. Complete bibliographic data is given for each article in the resume section of CIJE. If a particular journal issue is not available, a paper copy can be ordered from University Microfilms International or through interlibrary services.

Both types of information--RIE and CIJE--also may be searched by computer. It is here that the distinction between ED and EJ is significant, for it provides a way of limiting a computer search to only one of the two forms--ED, ERIC document; EJ, ERIC journal. Computer searches have the advantage of quickly producing bibliographies, large or small, of ERIC entries on given subjects, complete with abstracts if so desired. However, as with all computer services, such bibliographies do have a fee, depending on the size and scope of the search. Whether a user searches manually or by computer, the ERIC system is a highly serviceable one.

Some Important Addresses:

. For information or assistance on any one of our content areas:

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. To order paper or microfiche copies of documents in the ERIC files:

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Item AB-W

BROCHURE FOR ADMINISTRATORS: ON SEX EQUITY

Knowledge Interpretation Project

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1979

TO LOCAL SCHOOL ADMINISTRATORS:

The four brochures are designed to provide you with facts and figures on the world of work as it relates to students in your school. Each brochure covers information on one of four equity areas: women, minorities, handicapped individuals, and bilingual groups. Each brochure covers facts about employment opportunities, recent legislation in support of equal opportunity, strategies for dealing with special needs students, and other descriptive details. They are designed to help you in your efforts both to comply with legal mandates and to provide equality of educational opportunity for your students.

These brochures are part of a series of materials on the world of work as it relates to the problems and needs of students who are female, minority group members, bilingual, or handicapped. The other materials are student newspaper inserts, background items for teachers and counselors, and news releases for the press in your local area.

We hope that you will assist in coordinating the dissemination of these materials with the editor and advisor of the student newspapers and with the teachers and counselors who also receive the materials.

Thank you very much for your cooperation.

ON SEX EQUITY

This brochure is designed for principals and other school administrators at the local level. It is intended to provide information on the following:

- facts and figures on equal employment
- an overview of legislation in support of sex equity
- strategies to promote sex equity in your school or district
- information on experiential education programs

We hope this will be helpful to you in your efforts to comply with legal mandates and improve the quality of education for both sexes.

SEX EQUITY--WHAT IS THE ISSUE

The subject of sex equity has been a source of considerable controversy in the last two decades, both within the schools and within our society as a whole. A major issue in the range of issues relating to sex equity is the importance of equal pay for equal work.

Yet, sex equity concerns encompass far more than problems of equal employment and equal pay. The schools have the responsibility of preparing young men and women to take their places in the world of work. Whether intentionally or unintentionally, schools perpetuate the myth that girls and boys and women and men should be treated differently. In light of the role schools play in promoting stereotypes, administrators have a twofold obligation. They are obligated to ensure equitable employment and pay within the school system and they are responsible for combating the stereotyping often deeply engrained in the fabric of the educational system itself.

Sex bias and sex stereotyping in the school setting can be especially damaging because children acquire sex role stereotypes early. According to social learning theory, children are reinforced for imitating the same sex models and learn to inhibit inappropriate behaviors. Relative strangers appear to exert more stereotyping pressure on children than their own parents do. Children's behavior can also be self-reinforcing. As a result of cultural conditioning, they adjust their career choices to their stereotypes. Boys select from a wider range of careers than girls. In one study, many girls said the job they wanted "if they were a boy" was the one they really wanted but felt they could not have because they were girls.

Schools promote stereotypes through the use of stereotypical curriculum materials, practices, and staffing patterns. Counselors reinforce stereotypes by directing students toward traditional career choices. A counselor's own biases can influence students' perceptions of what is available to them.

Career interest inventories and other psychological tests administered to students may be designed in such a way as to reinforce stereotypes, guiding girls into certain careers and boys into others. Counselors sometimes interpret test results in stereotypic ways. Teachers also have not been aware of the need to promote interest in nontraditional careers. School administrators have been negligent in providing in-service training to alert school staff to the need for sex equity.

School personnel in general have the responsibility to understand sex equity issues, comply with legal mandates, develop in-service programs, and promote exploration of nontraditional careers on the part of students. In addition, for the local administrator, encouraging sex equity means eliminating sex-typed curriculum, using sex fair employment practices, and developing community awareness of the need for sex equity.

EQUAL OPPORTUNITY--THE GOOD NEWS AND THE BAD NEWS

The good news about equal opportunity is that more members of both sexes are seeking careers which are nontraditional for their sex. Enrollments in vocational education programs show some shifts in traditionally male and female occupations, although the percentages are small. The following figures show male and female enrollments in selected vocational education programs in 1972 and 1975-6:

Female enrollments:	Percent of total 1972	Percent of total 1975-6
Trade and industrial	11.7%	12.7%
Health occupations	84.7%	78.7%

Male enrollments:

Health occupations and Home economics programs	Increased by 13% from 1972 to 1975-6

The bad news about equal opportunity is that discrimination still exists in the world of work and in the schools. The concentration of women in low paying clerical and service jobs increased between 1960 and 1970, according to a 1975 report in the Monthly Labor Review. According to the U.S. Department of Labor's 1975 Handbook on Women Workers, women made up 77 percent of all clerical workers and 58 percent of all service workers in 1974, but only 19 percent of managers and administrators and 4 percent of craft and kindred workers.

The gap between the salaries of men and women in similar positions remains high, despite laws prohibiting salary differentials. In 1955, the earnings of women who worked year-round full time were 63.9 percent of the earnings of men. In 1975, women's earnings were 59 percent of men's, and in 1977, women still earned only 60 percent of the earnings of men. Women's median earnings in 1977 were $8,600 compared to $14,600 for men.

A 1978 comparison of male and female earnings in higher education show that women earn as much as $4,000 per year less than men at the professor level and $1,000-2,000 per year less than men at lower levels. Even at high professional levels, then, women earn less than men.

What are the implications of this information for the school administrator? Research has shown that young women selecting training programs are not aware of the facts about earnings. These facts are usually not known to parents, counselors, teachers, or administrators responsible for encouraging students to select careers. School personnel ought to be aware of the realities of the work place when guiding students into career paths. It is the responsibility of the schools to foster awareness of new career opportunities among students of both sexes and to promote the concept of equal opportunity in the educational and work settings.

WHAT YOU SHOULD KNOW ABOUT THE LEGISLATION

Several laws form the basis for the concept of equal opportunity in education and work. As an administrator, you should be familiar with them.

Title IX of the Education Amendments of 1972

Title IX protects students and employees of educational institutions receiving federal funds from discrimination based on sex. Discrimination is prohibited in such areas as: admissions, access to courses and programs, counseling and guidance, athletics, and extracurricular activities.

Title VII of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 prohibits discrimination in employment on the basis of sex, race, color, religion, and national origin on the part of employers of 15 or more persons. All public or private educational institutions are covered whether or not they receive federal funds.

Equal Pay Act of 1963

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972 prohibits discrimination based on sex by an employer required to pay the minimum wage. This law prevents paying of one sex less than the other for jobs which are substantially equal.

Executive Order 11246 (1965)

Executive Order 11246 (1965) as amended by Executive Order 11375 (1967) prohibits discrimination based on sex, race, color, religion, and national origin by employers holding federal contracts of $10,000 or more.

Title II of the Education Amendments of 1976

Title II is the federal legislation regarding support of vocational education. This law mandates active means of eliminating sex discrimination, bias, and stereotyping by requiring a sex fairness coordinator for vocational programs in every state; by requiring incentives by the state for local education agencies to encourage enrollment in nontraditional occupational education and to reduce sex bias in training programs; by requiring evaluation of the extent to which equity objectives have been met; and by requiring the state's plan for vocational education to include policies and practices to assure equal opportunity for both sexes.

This outline shows that the local school administrator has an important legal role in promoting sex equity in the schools. Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976, in particular, depend on the commitment of the local administrator for enforcement. It is up to you to promote equal opportunity through your school or district's programs and practices.

WHAT CAN YOU DO

Administrator involvement in sex equity issues is more than a matter of legal compliance. A school or district must show a commitment to the concept of equal educational and career opportunities for male and female students. Here are some ways in which you can promote sex equity in your school or district:

1. Use career education programs to increase awareness of nontraditional opportunities. Review all programs and materials for sex fairness. Establish guidelines for the purchase of sex fair curriculum materials. Invite nontraditional role models to speak to students.
2. Provide in-service training in sex equity issues and legislation for all employees, including teachers, counselors, and support staff. Involve teachers and others who will be implementing sex fairness activities in the planning of the in-service program. Sensitize teachers and counselors to potentially sex-biased attitudes.

3. Establish and maintain an exemplary affirmative action program. Publicize openings in your school or school system widely. Review hiring and advancement criteria for sex bias. Include members of both sexes on all review panels. Keep records on hiring, promotion, and wages by sex.

4. Plan and carry out a public relations program to inform community members, especially parents, about sex equity issues and legislation. Where possible, enlist the assistance of community groups which support sex equity efforts.

EXPERIENTIAL EDUCATION PROGRAMS

School administrators can provide the opportunity for students to explore careers and make more appropriate and less stereotypical choices by supporting experiential education programs in their schools or school districts. Such experiential education programs can include the following:

- Cooperative Vocational Education Programs
- Employment, Training, and Educational Motivation Programs
- Experience-Based Academic Programs
- Career Exploration Programs
- Apprenticeship Programs
- Supervised Volunteer Programs
- General Work Experience Programs
- Executive High School Internships Program

All of these programs allow students to have first-hand experience of the job world through part-time, summer, supervised, or other employment experience. The Executive High School Internships Program, for example, provides an opportunity for high school juniors and seniors to learn about leadership as interns to executives. Approximately 2500 students participate in this program each year. Typical employment, training, and educational motivation programs include the Job Corps, the Career Internship Program, 70001 Ltd., the Vocational Exploration Program (VEP), and various programs under the Youth Development and Demonstration Projects Act of the Comprehensive Employment and Training Act (CETA). Experience-Based Career Education (EBCE) is a comprehensive community-based educational

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program through which students can earn academic credit for basic skills and life skills in a community setting.

Clearly, many such experience-based options can be made available to the students in your school or district. For more information, consult the following documents:

Experiential Education: A Primer on Programs (1978)
Richard J. Miguel, Project Director
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Evaluation of the Executive High School Internships Program (1977)
(Executive Summary)
Michael R. Crowe and Jerry P. Walker
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Item AB-H

BROCHURE FOR ADMINISTRATORS: ON HANDICAPPED STUDENTS

Knowledge Interpretation Project

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1979

TO LOCAL SCHOOL ADMINISTRATORS:

The four brochures are designed to provide you with facts and figures on the world of work as it relates to students in your school. Each brochure covers information on one of four equity areas: women, minorities, handicapped individuals, and bilingual groups. Each brochure covers facts about employment opportunities, recent legislation in support of equal opportunity, strategies for dealing with special needs students, and other descriptive details. They are designed to help you in your efforts both to comply with legal mandates and to provide equality of educational opportunity for your students.

These brochures are part of a series of materials on the world of work as it relates to the problems and needs of students who are female, minority group members, bilingual, or handicapped. The other materials are student newspaper inserts, background items for teachers and counselors, and news releases for the press in your local area.

We hope that you will assist in coordinating the dissemination of these materials with the editor and advisor of the student newspapers and with the teachers and counselors who also receive the materials.

Thank you very much for your cooperation.

ON HANDICAPPED STUDENTS

This brochure is designed for principals and other school administrators at the local level. It is intended to provide information on the following:

- facts and figures on the handicapped students in this country
- recent legislation for the handicapped
- Individualized Education Programs (IEPs) and the Least Restrictive Alternative for handicapped students
- strategies to help you improve the quality of education for handicapped students in your school or district
- the employment picture for handicapped individuals

WHO ARE THE HANDICAPPED CHILDREN? SOME FACTS AND FIGURES

According to statistics from the Department of Health, Education and Welfare's Bureau of Education for the Handicapped (BEH), 3,721,808 handicapped children received special education and related services during the 1976-77 school year. This figure is based on state reports required under two laws, P.L. 89-313, an amendment of Title I of the Elementary and Secondary School Act, and P.L. 94-142, the Education for All Handicapped Children Act. P.L. 94-142 requires states to count children served twice annually, and the figure reported here is the average of the two counts.

The following chart shows the children served under each category and handicapping condition. The highest percentages of handicapped children served were speech impaired, mentally retarded and learning disabled. Multi-handicapped children were reported under the condition for which they received the most special education and services.

Number of Children Receiving Special Education and Related Services by Reporting Category and Handicapping Condition (Bureau of Education for the Handicapped, 1978)

	P.L.[1] 89-313	P.L. 94-142	Total	Percent of Total Served
Speech Impaired	0	1,309,020	1,309,000	35.2
Mentally Retarded	131,487	840,257	971,744	26.1
Learning Disabled	0	799,593	799,593	21.5
Emotionally Disturbed	30,378	254,007	284,385	7.6
Other Health Impaired	16,107	125,449	141,556	3.8
Deaf and Hard of Hearing	27,522	62,222	89,744	2.4
Orthopedically Impaired (Crippled)	8,413	78,889	87,302	2.3
Visually Handicapped	9,925	28,539	38,464	1.0
Total	223,832	3,497,976	3,721,808	99.9[2]

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[1] Children counted under P.L. 89-313 are excluded from the count under P.L. 94-142.

[2] The percentages do not total 100 because of rounding.

WHAT YOU SHOULD KNOW AS AN ADMINISTRATOR

Recent Legislation

Several laws have been enacted to insure proper educational and related services for handicapped children. These laws reflect a change in the country's attitude toward the handicapped and a growing emphasis on the preparation of all students for employment, not just the most capable. The laws discussed here include: P.L. 94-142, the Education for All Handicapped Children Act; Section 504 of the Rehabilitation Act of 1973; P.L. 94-482, Title II of the Educational Amendments of 1976 (the vocational education amendments); and Section 503 of the Rehabilitation Act of 1973.

P.L. 94-142, the Education for All Handicapped Children Act, is perhaps the most important law dealing with the handicapped. It mandates the provision of "free, appropriate public education" to all handicapped students aged 3-21 (by 1980). This legislation stresses the importance of placing handicapped students in regular educational environments to the maximum extent appropriate to their needs. The development of the Individualized Education Program (IEP) for each student is an important mandate under this law. It defines special education as specially designed instruction, at no cost to parents, to meet the unique needs of handicapped children. Under this law, vocational education opportunity is an important part of the total educational development of handicapped students.

Section 504 of the Rehabilitation Act of 1973 protects the civil rights of handicapped persons, as it prohibits discrimination on the basis of a handicapping condition. Section 504 deals with all entities receiving federal funds. The Office for Civil Rights of the Department of Health, Education and Welfare monitors compliance with Section 504.

P.L. 94-482, which constitutes the vocational education amendments of 1976, requires states to spend at least 10 percent of their total allotment of federal money for vocational education of the handicapped. Under this law, states are required to assist handicapped persons to participate in regular vocational education programs to the maximum extent possible. The law also emphasizes the importance of the individualized education program (IEP), if it is determined that a handicapped student will benefit from vocational education services.

Section 503 of the Rehabilitation Act of 1973 requires that employers working under government contracts of $2,500 or more take "affirmative action" to recruit, hire, train, and promote handicapped persons.

These laws protecting the rights of handicapped persons have the following principles in common:

1. Provision of equal educational opportunity. Additional efforts must be made to encourage participation by special populations in the full range of educational opportunity.

2. Prohibition of discrimination. Discrimination against handicapped persons is prohibited in both the educational and work environment. In the educational environment, non-discrimination relates to testing and evaluating, program offerings, segregation of students, and distribution of funds

by state and local education agencies.

3. Provision of equal access. The legislation, particularly Section 504, mandates that programs serving the handicapped must be easy to reach. Making programs accessible to handicapped students may involve structural or facility changes in programs.

4. Insurance of appropriateness. Educational services must meet the needs of the handicapped learners. Appropriateness of the program is determined by the preparation and content of the Individualized Education Program (IEP) for each student.

5. Emphasis on mainstreaming. The concept of the least restrictive alternative specifies that special classes or removal of handicapped students from regular classes can occur only when special assistance cannot be used successfully in the regular classroom.

6. Importance of advocate/client involvement. Handicapped individuals or other members of special populations and their parents have a voice in deciding the types of programs offered and other policies.

7. Interagency collaboration. Federal and state level agencies providing services to individuals with special needs are required to coordinate activities to avoid duplication of effort and to insure that the needs of individuals are being met.

Two important concepts from the legislation are: the Individualized Education Program (IEP) and the Least Restrictive Alternative.

The Individualized Education Program (IEP) is an important concept spelled out in P.L. 94-142 and P.L. 94-482. P.L. 94-142 establishes the requirement to provide each handicapped child (aged 3 to 18 by September, 1978 and 3 to 21 by September 1980) in need of special education and related services with a written individualized education program. The IEP is the plan by which education is provided to meet the needs of individual handicapped learners. The elements of the IEP and its implementation are serious concerns for the educational administrator.

The elements of an IEP for each handicapped student must include:

1. a statement of the present levels of educational performance;
2. a statement of annual goals and short-term instructional objectives;
3. a statement of specific educational services to be provided and the extent to which a child will be able to participate in regular educational programs;
4. projected beginning date and duration of the educational services; and
5. objective criteria and evaluation precedures and schedules for determining, at least annually, whether instructional objectives are being achieved.

For the successful implementation of the IEP, there is a need for better trained personnel to identify, assess, and interpret the student's special needs. Teachers and support personnel need better training in developing, implementing, monitoring, and evaluating the IEP. There is additional need for effectively involving a team, including parents, in the development of the IEP.

Administrators face other problems as well. The time and money available to train personnel and prepare facilities and materials are limited. The successful involvement of parents in the IEP development process is a continuing difficulty. Further, deciding how public school personnel will share IEP responsibilities with private schools is an issue to be settled in each local area. Administrators may also have difficulties in monitoring the IEP process and addressing evaluation and accountability concerns.

There are a number of steps administrators can take to deal with problems related to the development and implementation of the IEP. These include:

1. Considering the handicapping conditions and numbers of students to be served in planning and staffing. An adequate staff-student ratio is 1:15 in a regular program and 1:5 for severely handicapped persons.

2. Designing an initial IEP form that includes space for personal and initial diagnostic information, goals and objectives, specific educational and support services, names of persons responsible for the development of the IEP, percent of time, beginning and ending dates for short-term objectives, review dates, names of IEP team members, date of IEP team meetings and criteria for evaluating achievement of annual goals.

3. Establishing central files for storing the initial diagnostic information for future reference by staff members.

4. Installing ongoing evaluation procedures to provide daily, weekly, monthly, and annual feedback relative to student progress, staff activities, and system efficiency.

5. Recording all efforts to assist each individual in achieving the stated IEP goals and objectives. These records will be helpful in the event parents complain, or due process procedures are invoked.

6. Providing training for parents where feasible to help them understand the terminology and procedures used by the IEP development team.

The Least Restrictive Alternative (LRA) is not defined in P.L. 94-142. The law does specify that handicapped students are to be placed in regular educational environments unless it is shown that education in the regular environment with the use of supplementary aids and services cannot be achieved in a satisfactory way. In other words, handicapped students are to be placed in a regular classroom unless that environment is not beneficial to them. The principle behind the least restrictive alternative is to end the unnecessary segregation of handicapped students. The term least restrictive alternative or least restrictive environment has come to replace the term "mainstreaming" and focuses more on the needs of individual handicapped students than on forcing students into the mainstream of educational programs. Individualizing instruction to meet student needs is important to the concept of the least restrictive alternative.

Problems involved in establishing the least restrictive alternative are the same as those handicapped individuals have traditionally faced in regular educational programs. These include problems of attitude on the part of the handicapped students, their parents, and teachers; problems of accessibility of facilities and programs;

legal problems and due process concerns; problems in the professional development of teachers who may not be trained to help promote the least restrictive alternative; and problems with the lack of available school district resources.

School administrators at the state and local level can promote the least restrictive alternative by considering the following steps:

1. Improve inter-agency and inter-professional communication by jointly developing data collection forms which use as many common terms as possible.

2. Assign at least one staff member full time to coordinate services to handicapped students at the local education agency level and monitor the effectiveness of the educational alternatives offered. Some handicapped individuals, particularly many retarded people, can achieve more if they have an advocate-mentor to help them through the difficulties which are a part of daily life.

3. Allow the time for and insist on the preparation of daily lesson plans. Teachers expecting to handle students with different handicapping conditions and skill levels who require different instructional strategies must plan carefully so that students receive instruction suited to their needs. A competency based approach to instruction is a good idea in the least restrictive environment, especially in the teaching of vocational skills.

4. Share curriculum materials. Some materials have been developed in nearly every disability and vocational area. Further, teachers need to be given the training to modify existing materials or develop new materials as needed.

THE OCCUPATIONAL OUTLOOK FOR THE HANDICAPPED -- A "GOOD NEWS-BAD NEWS" STORY

First the bad news. Handicapped individuals are still not being trained and employed to their fullest capacity. Government studies show that unemployment rates for handicapped individuals are much higher than those for the rest of the population. In 1976, the President's Committee on Employment of the Handicapped published figures showing that 4 of the 11 million handicapped persons of employment age were employed. That means less than half the potential handicapped workers had jobs. According to U.S. Census statistics, 85 percent of persons with disabilities have incomes less than $7,000 and 52 percent of these make less than $2,000 per year. The Bureau of Education for the Handicapped predicted that 21 percent of the handicapped children leaving school in 1972-76 would be fully employed or go on to college, 40 percent would be underemployed, 26 percent would be unemployed, 10 percent would require at least a partially sheltered setting and family, and 3 percent would be almost totally dependent. These figures have serious implications for administrators of educational programs for the handicapped.

But the news is not all bad. Research has shown that handicapped persons make good workers. It remains for the schools to provide handicapped students with the skills to become productive workers.

Materials and programs have been developed for specific handicapping conditions. For example, instructional materials for educable mentally retarded students were developed by Horn and Barsness (1975) in five areas of home economics. Video tapes on teaching basic vocational skills to deaf students were developed by Shuey (1976). Some more specific modified vocational courses for handicapped students include:

1. Learning to Type with One Hand (Martin, 1974);

2. Bicycle Repair Course for Deaf Students (Humphreys, 1975);

3. Basic Business Course for Students with Special Needs (Grubb, 1976).

Many other materials, both general and vocational, are available to the teacher of the handicapped. It is the responsibility of teachers and administrators alike to provide handicapped students with as much assistance as possible to help them become happy and productive adults. An important aspect of becoming a productive adult is finding an appropriate place in the world of work.

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Horn, Fern M., and Barsness, Anita O. Instructional Materials for Use With Educable Mentally Retarded Students Enrolled in Home Economics Classes. Stevens Point, WI: University of Wisconsin-Stevens Point, 1975. (ED 112 264)

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Shuey, Herbert E. "Video Tapes In the Classroom." American Annals of the Deaf 121 (1976): 370-372.

Item AB-B

BROCHURE FOR ADMINISTRATORS ON BILINGUAL STUDENTS

Knowledge Interpretation Project

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1979

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We hope that you will assist in coordinating the dissemination of these materials with the editor and advisor of the student newspapers and with the teachers and counselors who also receive the materials.

Thank you very much for your cooperation.

ON BILINGUAL STUDENTS

This brochure is designed for principals and other school administrators at the local level. It is intended to provide information on the following:

- facts and figures on the bilingual students in this country
- the employment picture for the bilingual population
- a review of some successful programs for bilingual students
- strategies to help you improve the quality of education for bilingual students in your school or district
- information on experiential education programs

WHO ARE THE BILINGUAL STUDENTS

There are more than 25 million bilingual people in this country, according to the National Center for Education Statistics. The term bilingual refers to anyone who speaks two languages, although our use of the term refers primarily to those individuals who speak English as a second (non-native) language. Bilingual groups are not necessarily disadvantaged, although some, including the majority of all migrant workers, are poor. It is estimated that eight to ten million bilingual persons lack skills to communicate adequately in both English and their primary language. Such individuals are handicapped in terms of educational and job opportunties and may well be disadvantaged.

Spanish speakers are the largest bilingual group in this country, with more than nine million persons, or 39 percent of the bilingual population. More than one million persons are speakers of Asian languages, including Chinese, Korean, and Japanese. Another seven million speak French, German, or Italian as their native or primary language. Two other major bilingual groups are Native Americans and Eskimos who speak a variety of tribal languages.

The bilingual, limited-English-speaking and non-English-speaking populations are increasing rapidly. Data indicate that approximately

400,000 immigrants enter the U.S. each year. More than one million Puerto Ricans traveled to and from the U.S. in 1974. Migrant farm laborers, the majority of whom are of Spanish/Hispanic descent, totaled three million in 1975. Experts predict that minority groups will make up 17.4 percent of the school-age population in 1980, despite the overall decline in numbers of school-age children.

For the school-age child, speaking a language other than English in the home can retard academic achievement. Students whose home language is not English begin functioning below grade level in the primary grades and continue to fall behind throughout high school. Those who speak Spanish in the home are most likely to have difficulty with English in school. Nineteen percent of all Spanish-speaking students in the schools are enrolled below grade level.

Continued academic failure results in high dropout rates for bilingual or non-English speaking students. The dropout rate for non-English speaking students is 38 percent, as compared to 10 percent of the entire school population, according to the National Center for Education Statistics. In the southwestern U.S. (Texas, New Mexico, Arizona), four out of every ten Spanish-speaking students do not graduate from high school.

The dropout rate among predominantly Spanish-speaking migrant school children is even higher. It is estimated that one percent of high school age migrant farm laborers graduate from high school. The decline in school attendance among migrant children begins in about grade seven. By the time migrant children reach the ninth grade, only 11 percent are still enrolled.

Dropout rates for Native American students, according to one five-year study, are also much higher than for non-Native Americans. Studies conducted in Seattle, Washington and the State of Maine indicate that the average level of educational attainment for Native Americans is approximately eight years.

Such statistics raise the question of whether the non-English-speaking students have failed or whether the school system has failed them. After a five year study of schools in the Southwest, the U.S. Commission of Civil Rights commented on the "systematic failure of the educational process, which not only ignores the educational needs of Spanish-speaking students, but suppresses their culture and stifles their hope and ambitions."

As an administrator, you need to be aware of the problems faced by the bilingual or non-English speaking students in your school or district. Although they are increasing in numbers, they are not becoming well-integrated into the educational system. The high unemployment rates among the bilingual population can only be remedied by first increasing their level of educational attainment.

THE EMPLOYMENT PICTURE FOR THE BILINGUAL POPULATION

Most school administrators are aware that students with limited or no English speaking ability have difficulty succeeding in the school environment. The statistics just cited on school dropout rates among bilingual students emphasize that fact. School personnel may be less alert to the implications of early school leaving on the income and employment of bilingual adults. The employment picture for most bilingual groups is less favorable than it is for the population as a whole. For some bilingual groups, such as migrant farm laborers and Native Americans, low educational attainment and inadequate skill training begin the cycle of unemployment, poverty and isolation. For others, however, the situation is improving. Education and employment opportunities for Hispanics, exclusive of migrant workers, are quite favorable, especially for adult males. The following statistics provide a comparative overview of the job picture for various bilingual groups.

Hispanics were 4.4 percent of the civilian work force and 6.3 percent of the unemployed in 1975, according to a report by the Equal Employment Opportunity Commission (EEOC). Discouraged workers, those who are not considered part of the labor force because they are no longer actively seeking employment, were 28 percent black or other minority groups in 1975. According to the EEOC report, 60 percent of all minority workers were operatives, laborers, and service workers, as compared to 34 percent of all whites. The same report showed that white men held 82 percent of the managerial positions in private industry, although they comprised only 53 percent of all workers.

Higher than average unemployment rates may be due in part to the fact that Hispanics on the average have less than a high school education (10.3 years for men; 10 years for women.) The median income for Hispanic men, according to U.S. Bureau of the Census figures, is $8,853. The median income for Hispanic women is less than half that amount. There is a considerable difference in income by sex among Hispanic workers, especially in higher income ranges. In 1976, 17 percent of Hispanic men had incomes between $10,000 and $15,000, while only 2 percent of Hispanic women earned that amount.

One quarter of all Hispanic families have incomes below the poverty level, and one half of Hispanic families headed by women are below the poverty level. Hispanic youth ages 16 to 19 years have a higher rate of unemployment (more than 20 percent) than adults. Mexican-Americans appear to earn less and obtain lower level employment than Puerto Ricans, according to Bureau of the Census figures.

The employment picture for Native Americans is less favorable than that for Spanish-speaking workers. According to testimony before the National Advisory Council on Vocational Education (1977), of the 40,000 to 50,000 Navajos who need and want work, 25,000 have jobs. Other testimony indicated that Native Americans in Seattle, Washington are the second largest ethnic group in that area, experience the highest unemployment, and have the lowest level of educational attainment. Testimony on Native Americans in the state of Maine revealed that their unemployment rate is six times the state rate. The per capita income of Native Americans in Maine is four times less than the average of the state. A study in the state of Oklahoma also revealed that Native Americans employed in both government and private industry filled lower paying, lower-level positions as a group than their non-Indian counterparts. Again, high unemployment among Native Americans may be closely related to their low educational attainment and high dropout rates.

The bilingual population which appears to have the most serious employment problems are the largely Spanish-speaking migrant farm laborers. According to a 1976 report on career education programs for migrant children, large percentages of those in the migrant labor stream are between the ages of 14 and 20. Migrant workers are young, poorly educated, poorly paid, and regarded as having low social status and few if any job skills. Technological advances in the farm production area can mean the end of their source of income.

As these figures on employment and income indicate, one key to advancement for all bilingual groups is education and adequate skill training. For those groups with higher levels of educational attainment, such as some Hispanic groups, job status and income improve with educational level. Groups which have been isolated, which have not received proper training in English, and which have high dropout rates (such as Native Americans and migrant farm laborers) experience low incomes and high unemployment rates. The schools can provide the means for integrating these groups into the mainstream of society, provided that bilingual educational program offerings meet the needs and the cultural requirements of the groups being served.

WHAT'S BEING DONE

Legal recognition of the problems of bilingual students in the schools came with the landmark Lau v. Nichols decision of 1974. This court decision expressed the position that students who do not speak English are denied the opportunity to participate in public education in a meaningful way. The court's finding has made education of limited- and non-English-speaking students an important focus for school personnel, special interest groups, and bilingual persons.

Programs offered to meet the needs of students with little or no English speaking ability have consisted primarily of bilingual education and English as a Second Language (ESL). Elementary and Secondary Education (ESEA) Title VII funding has been the main means of developing bilingual education in the schools. The major thrusts of the bilingual programs under ESEA Title VII, according to Rios and Hansen (1978), have been in three areas:

- Instruction is given in the vernacular with a gradual phasing out of that language as the student becomes proficient in English.
- All subject matter is taught in two languages, as for example, Spanish and English. Instruction is maintained for both languages throughout the program.
- Two languages are used for instruction. Bicultural elements are used in the context of the curriculum and in teaching and guidance techniques.

English as a Second Language (ESL) consists of teaching English to non-English speakers, usually in small groups. The goal of the program is for individual students to become functional speakers of English.

In addition, Title I of the Education Amendments, Migrant Education, has helped improve education for the rural migrant. Titles I and III of ESEA have also had impact on bilingual students in urban areas. Projects related to the vocational training or pre-vocational skill development of bilingual students have also been funded under the former Part J of the Vocational Education Amendments of 1972.

Opportunities for occupational training and basic skill development are also available through federal youth employment programs, principally the Comprehensive Employment and Training Act (CETA). Special programs funded under CETA include those for Native Americans, migrants, persons with limited English, ex-offenders, and youth. The Job Corps program has offered English as a Second Language (ESL) and tutorial assistance for the development of basic occupational skills.

Several programs for bilingual youth and adults have been successful in combining bilingual education and vocational skill training. Some of the programs which have proved successful include the following (Rios and Hansen, 1978):

- In Nyssa, Oregon, health, education, and labor agencies cooperated to provide a comprehensive service package to rural farm workers.

- In Bangor, Maine, universities and community colleges worked together to provide academic course work and field experience for French-speaking bilingual adults. The program was designed to allow participants to move into entry-level human services jobs, particularly with the aging.

- In New York City, a bilingual vocational training program was designed to provide English as a Second Language (ESL) and culinary skill training to Chinese adults.

- In Pine Ridge Post, South Dakota, a bilingual vocational training program was designed to assist limited and non-English speaking Native Americans in learning the construction trade. Skilled Native American construction workers served as the instructors.

- In Yakima, Washington, a Migrant Opportunity Center program offers bilingual career exploration, bilingual career counseling, work experience, English as a Second Language (ESL), and tutorial assistance to bring dropouts back into high school programs.

WHAT YOU CAN DO

School administrators can provide meaningful learning experiences for bilingual students by being aware of their unique needs and planning appropriate programs to meet these needs. Rios and Hansen (1978) make the following recommendations for improved educational planning for bilingual students:

1. In planning educational programs for bilingual students, language is a critical factor. The use of native language, with the introduction of English at an appropriate time, is important.

2. Children of bilingual families tend to show more socially mature, adult characteristics. This social maturity places the requirement on schools to use a practical and experimental vehicle for bilingual students to learn basic skills. Career education can be an appropriate vehicle to introduce basic skills to the socially mature bilingual student.

3. During grades 7 through 9, schools begin to lose bilingual students when they become physically capable of taking on unskilled work. At this point, career exploration activities should be introduced to maintain student interest in school.

4. There is a need for more career exploration materials in a bilingual format. In fact, there is a general need for bilingual curriculum materials.

5. There should be more coordinated planning of bilingual education at the state and local levels.

6. There is a need for better interagency linkage in order to serve bilingual populations. Labor, education, and other public agencies lack a systematic approach to the identification of bilingual persons.

7. The various agencies serving bilingual and non-English speaking persons should develop a uniform definition of bilinguality.

8. The concept of career development needs further exploration as it relates to the bilingual individual.

EXPERIENTIAL EDUCATION PROGRAMS

School administrators can provide the opportunity for bilingual students to explore careers and gain work experience by supporting experiential education programs in their schools or school districts. Such experiential education programs can include the following:

- Cooperative vocational education programs
- Employment, training, and educational motivation programs
- Experience-based academic programs
- Career exploration programs
- Apprenticeship programs
- Supervised volunteer programs
- General work experience programs
- Executive High School Internships Program

All of these programs allow students to have first-hand experience of the job world through part-time, summer, supervised, or other employment experiences. The executive High School Internships Program, for example, provides an opportunity for high school juniors and seniors to learn about leadership as interns to executives. Approximately 2500 students participate in this program each year. Typical employment, training, and educational motivation programs include the Job Corps, the Career Internship Program, 70001 Ltd., the Vocational Exploration Program (VEP), and various programs under the Youth Development and Demonstration Projects Act of the Comprehensive Employment and Training Act (CETA). Experience-Based Career Education (EBCE) is a comprehensive community-based educational program through which students can earn academic credit for basic skills and life skills in a community setting.

Clearly, many such experience-based options can be made available to the students in your school or district. For more information, consult the following documents:

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Rios, E.T. and Hansen, W.E. *Career and Vocational Development of Bilingual Students*. Columbus, Ohio: National Center for Research in Vocational Education; Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools, 1978. (ED 164 977)

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Item AB-M

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1979

TO LOCAL SCHOOL ADMINISTRATORS:

The four brochures are designed to provide you with facts and figures on the world of work as it relates to students in your school. Each brochure covers information on one of four equity areas: women, minorities, handicapped individuals, and bilingual groups. Each brochure covers facts about employment opportunities, recent legislation in support of equal opportunity, strategies for dealing with special needs students, and other descriptive details. They are designed to help you in your efforts both to comply with legal mandates and to provide equality of educational opportunity for your students.

These brochures are part of a series of materials on the world of work as it relates to the problems and needs of students who are female, minority group members, bilingual, or handicapped. The other materials are student newspaper inserts, background items for teachers and counselors, and news releases for the press in your local area.

We hope that you will assist in coordinating the dissemination of these materials with the editor and advisor of the student newspapers and with the teachers and counselors who also receive the materials.

Thank you very much for your cooperation.

ON BLACK STUDENTS

This brochure is designed for principals and other school administrators at the local level. It is intended to provide information on the following:

- the educational needs of black students
- federally-sponsored programs for minorities and disadvantaged students
- ways in which administrators can promote the educational development of black students
- the employment picture faced by blacks

The primary focus of this brochure is the educational programs and opportunities presented to black students in the schools. Many of the suggestions or programs identified may be applicable as well to disadvantaged students or other minority groups. Additional brochures in this series, however, deal with other minority groups, including women, handicapped, and bilingual students.

WHAT YOU SHOULD KNOW ABOUT BLACK STUDENT EDUCATION

The National Center for Education Statistics reports that more than 36 million ethnic minority students--including blacks, Hispanics, Chicanos, American Indians, and Orientals--are enrolled in the nation's schools. More than 12 million of these students are black.

A recent comparison of the educational attainment of black and white students showed that although the gap between the two is narrowing, blacks are still at a disadvantage. Black children start school earlier than whites but by about age 9 are even with whites in educational attainment. At that point, they start falling behind white students. By age 16, median grade placement for blacks is about a third of a grade behind whites. Black students are held back a grade more often than white students.

At the secondary level, according to the study, there was little change in the gap between black and white students from 1965 to 1975 in the areas of reading, vocabulary, mathematics, and science, as achievement scores declined for all groups.

Still, the study reports some good news about high school completion rates among black students; in 1950, 19.6 percent of black students graduated from high school, while 74.4 percent completed high school in 1977.

WHAT YOU SHOULD KNOW ABOUT THE EDUCATIONAL NEEDS OF BLACK STUDENTS

Black youth often have educational needs different from other youth. These needs may result from cultural differences or differences in the quality of available education, or a number of other factors. The school administrator should remain aware of the special needs of black students. Three areas of special needs are listed below.

1. The need to improve basic competencies. Research cited in this publication indicates that test scores in reading, vocabulary, and math and science have declined for both black and white students. Black students who come from cultural backgrounds which do not encourage development of these skills may have particular problems. Some of these black students speak nonstandard English. Since getting and keeping a job often depends on good communication skills, black students who are weak in this area should be given special attention.

2. The need to develop employability skills. Employability skills are those skills which help individuals find, keep, and advance on the job. Black youth who come from backgrounds where the parents are unemployed or underemployed may not be exposed to the kinds of values which will help them toward successful employment.

3. The need to develop a feeling of self-worth. Research has shown that developing a sense of self-esteem or self-worth is one of the most pressing needs of minorities and the disadvantaged. Black students may be susceptible to the low achievement syndrome, where early failure leads to a cycle of low expectations and low performance. In one research study on vocational education, a negative self-concept on the part of minority students was seen as the greatest barrier to motivation. Yet, one study of black

and white adult males showed that both prefer jobs that carry social prestige. Another study of work values revealed that earning a high income was valued most by black men. These findings suggest that occupational success is linked to a sense of self-worth among blacks and other minority group members.

THE EMPLOYMENT PICTURE FOR BLACKS

Employment opportunities for blacks are improving, although the situation is still far from equitable. School administrators should be aware of the difficulties black students will face in the work world and encourage them to develop their skills and abilities to the greatest degree possible.

Statistics from the U.S. Bureau of the Census reveal that in 1970, among those employed, white men were the predominate group in professional, technical, and related occupations, (63 percent). White women were 32 percent of those in professional, technical and related occupations, as compared with 3 percent of the black women and 2 percent of the black men. From 1965 to 1970, white males had the highest upward mobility from blue-collar to white-collar jobs, while black females showed the greatest unemployment and downward mobility.

In another study of minorities and women in private industry in 1975, blacks were identified as 11 percent of the workers, Hispanics as 4 percent, Asian Americans as nine-tenths of one percent and American Indians as three-tenths of one percent. Blacks and Hispanics were underrepresented in all the white-collar occupations surveyed.

U.S. Department of Commerce figures on income show that from 1946 to 1975, the ratio of black to white median income increased from about .50 to about .62. This may be due in part to the fact that blacks received less education and education of a lower quality than whites.

The gap between the earnings of blacks and whites is most striking when sex is taken into consideration. According to statistics from the U.S. Department of Labor, the income of minority females is 94 percent of that of white females, and 73 percent of the income of minority males. Minority women workers are concentrated in blue-collar service occupations while white women are concentrated in clerical occupations. In 1976, 14 percent of minority women were unemployed, as compared to 7 percent of all men and 9 percent of all women.

These statistics indicate clearly that blacks, and minorities in general, face lowered employment and income potential. Armed with these facts, the school administrator can respond by increasing the quality of education for blacks by using compensatory programs, implementing guidance and counseling services, cooperating with federal youth employment programs, and making an overall commitment to promoting achievement among black students.

WHAT IS BEING DONE

Desegregation, compensatory education, and federal youth employment programs are current efforts to overcome the gap between the educational attainment of black and white students. As an administrator, you should be aware of the advantages these programs can provide for minority students.

Desegregation

A recent research report on desegregation indicates that it works for both black and white students. Actual cases of desegregated schooling have shown that:

1. Academic achievement rises as the minority child learns more while the advantaged majority child continues to learn at the accustomed rate.
2. Minority children are able to develop a more realistic idea of their educational and job future.
3. Attending school together helps black and white children alike develop positive racial attitudes.
4. Teachers and principals play a crucial role in building respect and productive learning among racially different students.
5. Black communities generally support desegregation, even when it involves busing.

Compensatory Education

Compensatory education, as school administrators know, is the primary means used by the federal government to narrow the educational gap between minority and majority students. In 1976, about 78 percent of all public elementary schools received some compensatory education funds from federal, state, or local sources. About 60 percent of the students in compensatory programs are covered under Title I of the Elementary and Secondary Education Act.

In the fall of 1976, 44 percent of Hispanic, 35 percent of black and 21 percent of white students were selected for some type of compensatory program. Special monies under Title I are earmarked for state level programs for handicapped, migrant, and neglected and delinquent youth. The National Center for Education Statistics indicates that these federal programs have helped to improve the quality of education for minority students, especially in the South and in central cities. According to the National Center's report, when looking at the educational advances minority students have made in the past decade, "it is important to consider what would have happened if federal programs were not existing."

Compensatory programs are very costly to the government, however. Federal funding of Title I for 1980 will be more than $3 billion, if budget requests are approved by the Congress.

Employment, Training, and Educational Motivation Programs

The federal programs for minorities and the disadvantaged which may be least familiar to local school administrators are the employment, training, and educational motivation programs. These programs are designed to help youth develop skills and obtain work experience often while they are still attending school.

Youth have always experienced higher unemployment than middle aged workers, and black youth experience higher unemployment than white youth, as the following chart illustrates.

UNEMPLOYMENT PERCENTAGES FOR 16-19 YEAR OLDS

	Lowest % between 1948 and 1976	Highest % between 1948 and 1976	1975 %	1976 %
White Males	6.7	17.2	17.2	15.5
Black Males	8.1	34.0	32.9	34.0
White Females	6.0	16.1	16.1	15.1
Black Females	9.9	38.3	38.3	35.0

Source: *Employment and Training Report of the President*, 1977

The high rate of youth unemployment in this country has led the federal government to sponsor a number of programs over the last ten years designed to provide employment, training, and motivation for youth. The majority of these programs are intended for out-of-school youth and those from disadvantaged backgrounds. Typical work experience programs for these youth include the Job Corps, the Career Internship Program, 70001 Ltd., the Vocational Exploration Program (VEP), the Neighborhood Youth Corps (NYC), and various Comprehensive Employment and Training Act (CETA) programs under the Youth Employment and Demonstration Projects Act. These programs combine paid employment with an academic component. With the exception of CIP, which has been taken over by the Philadelphia Public Schools, all the programs identified here are sponsored by the federal government.

70001 Ltd., a distributive education program for high school dropouts aged 16-22, receives the major portion of its funding from the Department of Labor.

The Vocational Exploration Program is a summer program contracted to the National Alliance of Business and The Human Resources Development Institute of the AFL-CIO by the Department of Labor.

Job Corps was begun under the Office of Economic Opportunity in 1964 and has recently been revived under the Department of Labor. The Neighborhood Youth Corps is also sponsored by the Department of Labor to provide jobs primarily for in-school youth.

The Youth Employment and Demonstration Projects Act provides funding for efforts to locate the most effective delivery system for providing training and employment for youth in the 16-21 age range. Programs included under this legislation offer a variety of services, including outreach, assessment, orientation, counseling, literacy training, attainment of equivalency certificates, job-sampling, institutional and on-the-job training, placement, and other services designed to help youth become better skilled workers.

It is estimated that 2.5 million young people between 14 and 21 are seeking employment. YEDPA legislation will create jobs for 400,000 youth, Job Corps will serve 90,000, and 70001 Ltd. will place approximately 4,000 youth in subsidized employment this year. Federal programs will provide employment for 15 percent of all youth seeking jobs this year. The majority of these youth will be from disadvantaged backgrounds.

WHAT YOU CAN DO

The follwing strategies may be useful to you in meeting the special needs of black students:

1. Have teachers and other personnel participate in staff development programs that enhance their understanding of the characteristics of their students, especially in terms of students' cultural backgrounds.

2. Provide for individualized and personalized study which allows learning at independent rates. With the proper guidance, disaffected youth can make up educational deficits by learning at their own pace.

3. Incorporate performance testing and alternative means of evaluation into standardized testing programs. The usual methods of testing and test interpretation may be inadequate for judging the potential of black or minority students.

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4. Provide for an appropriate guidance program with a referral system to help those students who appear to have major psychological, physical, or social problems.
5. Develop career exploration programs which place special emphasis on encouraging black or other minority students to raise their expectations of themselves.

For additional information regarding these Department of Labor programs write: U.S. Department of Labor
Employment and Training Administration
Washington, D.C. 20213

Appendix B

TECHNICAL REPORT

October 1, 1978 - June 30, 1979

Knowledge Interpretation Project

Contract Number: 400-78-0051
RFP Number: NIE-R-78-0015

Robert D. Bhaerman
Project Director

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
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June 30, 1979

FUNDING INFORMATION

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Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio
Project Director:	Robert D. Bhaerman
Disclaimer:	This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance." The Knowledge Interpretation Project, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must comply with these laws.

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BACKGROUND

The scope of work statement included in the RFP for the "Knowledge Interpretation Program, 1978" indicated that the primary purpose of the program is:

> ...to provide practitioners and policy makers with interpretations of R&D outcomes and information on exemplary practices which have the potential for improving or facilitating educational practices which lead to equal educational opportunities for all students.

The last word in the above citation caught our attention initially. The key word for us was "students." Because of the involvement of the National Center for Research in Vocational Education in the issue of school-to-work transition, we proposed to focus our project on research relating to the "world of work."

We developed our proposal and subsequent materials on the assumption that students should be an integral part of the development and dissemination procedures.

The approach which we followed was based upon the conception that if the materials we planned to develop were to have any meaning, all groups should receive them. That is why we directed our attention to high school students, teachers and counselors, school administrators, and to newspapers serving the general public.

The implications of this concept was that in developing and disseminating relevant knowledge for the various audiences, we would attempt to target our materials to all the above groups, unify our approach, and begin with the students.

In the sections below, we will illustrate the various procedures we followed.

PROCEDURES

This section will review the five major tasks identified in the Work Breakdown Structure for Phase One, the content development phase:

1.0 - Develop outline, formats, and sample portions of each product
2.0 - Prepare products
3.0 - Review products
4.0 - Prepare detailed dissemination plan
5.0 - Prepare NIE validation plan

Development of the outline, format, and sample portions of each product (1.0).

The RFP called for projects to capitalize on ongoing or recent program activities, to build upon an existing knowledge base instead of "starting from scratch," and to base the new work to be done on work underway in the selected area. The first step was to review the current and previous Information Analysis Papers (IAP) from the ERIC Clearinghouse on Adult, Career, and Vocational Education project and the State of the Art papers (SOTA) from the National Center for Research in Career Education project.

The reviews and syntheses of the basic research literature and exemplary practices included the following eleven documents from three content areas: women, handicapped learners, and bilingual students.

Women:

BRIGGS, Norma L. Women and the Skilled Trades. Columbus, Ohio: The National Center for Research in Vocational Education, 1978. (CE 019 619) --- IA paper

FARMER, Helen S. Counseling Programs and Services for Women in Non-Traditional Occupations. Columbus, Ohio: The National Center for Research in Vocational Education, 1978. (CE 018 019) --- IA paper

HARMON, Lenore W. The Guidance Needs of Women. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 609) --- SOTA paper

STEIGER, JoAnn M. and SCHLESINGER, Sue H. Fostering Sex Fairness in Vocational Education: Strategies for Administrators. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 607) --- SOTA paper

VERHEYDEN-HILLARD, Mary Ellen. Professional Development Programs for Sex Equity in Vocational Education. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 608) --- SOTA paper

Handicapped Learners:

BROLIN, Donn E. and KOLSTOE, Oliver P. The Career and Vocational Development of Handicapped Learners. Columbus, Ohio: The National Center for Research in Vocational Education, 1978. (CE 019 622) --- IA paper

HULL, Marc E. Vocational Education for the Handicapped: A Review. Columbus, Ohio: The National Center for Research in Vocational Education, 1977. (ED 149 188) --- IA paper

LENNON, Thelma C. Guidance Needs of Special Populations. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 605) --- SOTA paper

McKINNEY, Lorella A. and SEAY, Donna M. Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 604) --- SOTA paper

TINDALL. Lloyd W. and GUGERTY, John J. Least Restrictive Alternative for Handicapped Students. Columbus, Ohio: The National Center for Research in Vocational Education, 1979. (CE 019 603) --- SOTA paper

Bilingual Students:

RIOS, Edwin T. and HANSEN, William E. Career and Vocational Development of Bilingual Students. Columbus, Ohio: The National Center for Research in Vocational Education and Las Cruces, New Mexico: The ERIC Clearinghouse on Rural Education and Small Schools, 1978. (CE 019 623) --- IA paper

We then conducted a search of Resources in Education (1975 to the present) in order to expand the number of documents to be reviewed. In this effort to expand the list of resources, we used the following major descriptors:

women: females, feminism; sex discrimination, sex role, sex stereotypes; women's studies, working women.

minorities: Blacks; Black achievement, community, culture, employment, role, stereotypes, youth; cultrual pluralism; minority group children, groups, role.

handicapped: Exceptional, exceptional children, child research, students; handicapped children, students; physically handicapped; special classes, education.

bilingual: American Indian, languages; bilingualism, bilingual education, schools, students; English (second language); second language, learning.

In summary, our list of research documents (expanded even further as the project progressed by means of input by the project staff, advisory committee, and colleagues at the National Center for Research in Vocational Education) numbered thirty-nine basic documents, in the following breakdown: women---6, minorities---12, handicapped---11, bilingual---10. (See Appendix A for the list of supplementary references.)

The next step in the development of the writing samples was to review the research data base which had been established. To assist in this process, worksheets were developed. An individual worksheet was set up for each fact, finding, conclusion, recommendation, and research generalization. On the basis of our analysis, we developed 446 worksheets: 180 dealing with women, 61 dealing with minorities, 139 dealing with handicapped, and 66 dealing with bilingual. The following worksheet is a representative sample:

Equity Area: ___ Women ___ Minorities [✓ Handicapped] ___ Bilingual

Research fact - finding - conclusion - recommendation - generalization

A similar study done in Canada (Reich & Reich, 1974) followed up 278 former students with an average age of 28 years. The employment of the deaf men was reported to be similar to that of hearing men, but like the Lexington study the rate of advancement and salary raises were lower than their hearing counterparts. Manual communication such as signing, finger spelling and total communication was used by about 80% of the group.

References: Major paper - Brolin and Kolstoe
Specific source - Reich and Reich, 1974.

The project staff next analyzed each of the worksheets for each of the equity areas and sorted them into various categories, depending upon the nature of the content on the worksheet. The result of this sorting into categories was the development of the content outline, submitted to the NIE on November 30, 1978. (See Appendix B.)

The next step was to draft sample portions of several products to indicate the projected writing style. At this point, the two project staff members responsible for the writing of materials drew sample items from the worksheets, reviewed them, and proceeded to draft the items, using the following writing techniques: summarize the materials, use short phrases, cut out extraneous words, be straight forward, write clearly and concisely, and phrase in unambiguous language. The research findings selected for the initial drafts submitted to the NIE on November 30, 1978 dealt with the differences in abilities between men and women (section I.S. 1. of the outline) and with employment of the handicapped (section III.A.3. of the outline).

Development of the products (2.0). The writing procedure outlined above was utilized in the preparation of the initial drafts of the various products. However, the student newspaper inserts underwent four drafts; each of the other major products underwent three drafts prior to submission to the NIE on April 30, 1979.

It is impossible, of course, to discuss the development and preparation of the products apart from the section on reviewing the drafts. The procedure for developing the student materials followed this 10-step pattern:

.Step 1 - Initial drafting of samples

.Step 2 - Internal review

.Step 3 - Re-drafting of samples (for submission to NIE on 11/30/78)

.Step 4 - Further development of materials leading to draft #1 (for consideration of Advisory Committee on 1/12/79)

.Step 5 - Review by Advisory Committee and the NIE

.Step 6 - Re-writing by staff leading to Draft #2

.Step 7 - Review by Advisory Committee, student editors, and consultants

.Step 8 - Re-writing by staff and external consultants (and incorporated initial suggestions of readability consultant) leading to Draft #3 (for submission to NIE on 4/30/79)

.Step 9 - Review by NIE, PRE evaluation reviewers, Advisory Committee and readability consultant

.Step 10 - Re-writing by staff leading to Final Draft #4 (for submission to NIE on 6/30/79)

The procedures for the other deliverables---teacher items, newsreleases, and brochures---were similiar, although not as complex. Three drafts were written before submission to the NIE on June 30, 1979.

Four additional items must be discussed briefly: the ERIC Clips and RRS mini-list, the format of the student materials, the readability study, and the translation into Spanish of several of the materials.

(1) Development of ERIC Clips and RRS mini-list. In order to demonstrate how the resources of ERIC and the Resource and Referral Service (RRS) can be used in a comprehensive dissemination model, several related products were developed, namely, four ERIC "Clips" and one RRS "Mini-list."

ERIC Clips are short annotated bibliographies based on the abstracts in the ERIC index, Resources In Education (RIE). The procedure to develop Clips is essentially as follows:

(1) Review current issues of RIE (since 1976) in order to determine recent documents related to a particular issue.

(2) Draw up a list of relevant documents for review.

(3) Review the abstracts of the documents.

(4) Review the microfiche for additional information and insight into the value of a document.

(5) Establish a priority list for inclusion of documents.

(6) Make selections for final inclusion.

This was done in each of the four content areas of the project - women, minorities, handicapped, and bilingual. The items selected for inclusion on the four ERIC clips were those documents which appear to have a combination of recency, utility, and comprehensiveness. Together with the Knowledge Interpretation Project bibliography and these four supplementary lists of ERIC resources, we now have on hand a comprehensive group of resources available for dissemination to information seekers in the field.

In terms of the RRS mini-list, one of the objectives of the Knowledge Interpretation Project, as noted, was to demonstrate how the joint resources of ERIC and RRS can be used in dissemination. Therefore, one of the products developed, in addition to the four ERIC Clips, was the RRS mini-list. The mini-list, proposed for RRS consideration, deals with "Resources for Communicating with High School Students."

The rationale for the mini-list is as follows: All too often high school students are the neglected factor in educational decision-making. Programs are established, plans made, and school patterns determined without the students being made aware of - or cooperating in - decisions until "after the fact." The purpose of the mini-list is to provide interested educators with information relating to accessing students through their various publications. This information hopefully will provide educators with a necessary first step in establishing a dialog with this important group: the primary clients of schools, the reason for which schools exist.

Using the procedures established by the RRS staff, we drafted the list of relevant organizations, telephoned for initial information, received and verified the information, drafted and reviewed the product, and, hence, developed the mini-list. In this way we were able to add still another resource for those who seek information for use in the solution of their everyday educational problems.

(2) Determination of format. During the course of developing, reviewing, and refining the materials, excellent insights were provided by the members of the Advisory Committee. One member, particularly, was extremely helpful in that he works daily with the concerns of writing, editing, and formating materials for student newspapers. On the basis of several discussions with Mr. Craig Trygstad, Director of the Student Press Service (in Washington D.C.) and of Youth Communication (in Chicago), we became aware of the type, size, and scope of student newspaper inserts with which high school students are most comfortable and familiar. On the the basis of recommendations by Mr. Trygstad, it was determined that the most appropriate format for the students newspaper inserts be developed along these three lines: (1) "backgrounders," one or two page overviews of an issue, (2) short newsbriefs or newsworthy items, and (3) short, high interest features which focused on future prospects in an area.

The project staff also discussed the potential student newspaper format with the President of the Journalism Association of Ohio Schools, Mrs. Carol Ann Hall, Lecturer in Journalism at The Ohio State University. It was Mrs. Hall who particularly directed us to the broad array of student resources which eventually were incorporated into the RRS mini-list.

(3) Application of the readability formula. At the Advisory Committee meeting on January 12, 1979, it was the consensus that the student newspapers would in all likelihood utilize only one of the level of inserts we planned to send them. This would be the one focused at approximately Grade 5 readability level---rather than the additional ones projected for Grades 9 and 2 levels. As a result, the committee recommended that we focus our student products only at the suggested level indicated.

Dr. Edgar Dale, Professor Emeritus at The Ohio State University, served as consultant in this area. Dr. Dale is one of the developers of the Dale-Chall readability formula. His role was to analyze the materials for the student newspaper inserts and to make general recommendations for rewriting. His report is presented in detail in the section below dealing with the review of the various drafts.

(4) Translation of products. At the Advisory Committee meeting on January 12, 1979, it also was the consensus that the translation of the materials for teachers be dropped since it was an unnecessary procedure. The translation of the student materials and the news releases for the general public were, of course, retained.

Ms. Angela Labarca, a graduate research assistant in Romance Languages at The Ohio State University, and a former Associate Professor of Scientific English at the University of Chile, completed the Spanish translations.

Review and refinement of products (3.0). Although the Work Breakdown Structure separated the tasks of developing and reviewing the products, it is difficult to discuss them independently. The procedure for one closely relates to the other, as noted above in the list on ten steps. The review phase of the development came at steps 2, 5, 7, and 9. The section below elaborates on these four steps.

.Internal Review. (Step 2): The internal review of the initial writing sample was conducted by two colleagues in the Division of Information and Field Services at the National Center for Research in Vocational Education: Dr. Joel Magisos, Associate Director of the Division, and Dr. Marla Peterson, Director of the ERIC Clearinghouse. Both have extensive experience in research dissemination and writing for various target audiences.

The essence of their reviews was that the products, particularly the student materials---

- should be written more closely to the reader's perspective, that is, the reader should quickly and easily be able to see the relevance of the materials.
- should not "talk down" to the reader, although for the most part the drafts seemed to have the right tone (positive, compassionate, and logical)
- should be personal, that is, start out with the personal touch, e.g. "Do you know what it's like to be deaf or blind?"

On the basis of these suggestions the samples were re-drafted and submitted to the NIE on 11/30/78.

- *Review by the Advisory Committee and the NIE*. (Step 5): A well-balanced and very helpful group of consultants served as members of the Advisory Committee. The seven member panel included:

Mr. Curt Armstrong	President, Central Ohio Employability Council Columbus, Ohio
Ms. Debbie Baumeister	Student, Hilliard High School Columbus, Ohio
Dr. John Crites	Professor of Psychology University of Maryland College Park, Maryland
Dr. Edwin Rios	President Educational Factors, Inc. San Jose, California
Mr. Craig Trygstad	Director Student Press Service (D.C.) and Youth Communication (Chicago)
Ms. Mary Ellen Verheyden-Hilliard	President Verheyden and Associates Washington, D.C.
Dr. Glenn White	Assistant Professor of Education Behavioral Studies University of Missouri St. Louis, Missouri

Throughout the project, their critical comments reflected both substantive and stylistic points. In short, the reviewers served both as "editors" and "interpreters." The essence of their initial reviews was that the products, again, particularly the student materials--

- should not be as negative as they seem, that is, they should not be the bearers of seemingly bad news. Without suggesting a "head-in-the-sand approach," the pieces should encourage young people (especially girls) to consider new career options. The negative information would provide girls with a partial picture, leaving them more vulnerable to roadblocks and put downs than they were before.

- should include reasons why some of the studies seem to be saying different things, e.g., the groups may be different in terms of geographical location, socioeconomic level, education, etc. Also there may be differences in the way research questions are formulated.

- should be more exact in language usage. Content should be more specific; the product should reflect "content density."

In addition, the following point was made:

> A more basic problem becomes apparent when examining the materials from the perspective of the intended audience. Why are these materials being prepared? It would appear the goal is to inform high school students about a series of problems (relating to bilingual education) and to make them aware of significant research in this area. The results will hopefully make students more sensitive to the problems and more able to deal with the issues raised in their own lives.

The response by the NIE to the sample also was very helpful. The three major points made in the NIE critique were these:

- language was too informal, too colloquial
- certain words were overused
- the research base was not evident

The very specific marginal comments on these drafts enabled us to re-conceive and re-draft the materials.

. Review---and re-writing---by the Advisory Committee, student editors and consultants. (Step 7): The second draft also was sent to and reviewed by members of the Advisory Committee. At this point, committee members reviewed sections which were most pertinent to their areas of expertise, for example:

panel member	focus
Mr. Curt Armstrong	handicapped
Ms. Debbie Baumeister (student editor)	all areas
Dr. John Crites (researcher)	all areas
Dr. Edwin Rios	bilingual
Mr. Craig Trygstad (student press)	all areas
Ms. Mary Ellen Verheyden-Hilliard	women
Dr. Glenn White	minorities

In addition, worksessions were conducted in Washington with the student editors who produce the monthly Student Press Service "News Report." They assisted in writing and critiquing drafts of the student newspaper inserts. The four persons who spent the majority of time on the project were Eric Seaborg, editor of the "News Report"; Doug Marker, managing editor; Michelle Banks, associate editor; and Karen Morth, career and vocational analyst for the Robert F. Kennedy Memorial Foundation.

A similar work session was coordinated in San Jose, California by Edwin Rios of the project's Advisory Committee. Mr. Rios had student editors look at the materials and assist in the re-writing and critiquing of items, particularly for bilingual and minority audiences. A great deal of input also was provided by Dr. Wallace Breitman, editor of "Federal Notes" and a consultant to Educational Factors, Inc.

The essence of their reviews was that the products, particularly the student materials---

. should be focused more directly, that is, the purpose of each item should stand out more clearly.

. should be combined so that an "overview" would be more evident. (Specific suggestions were made for welding several items together.)

. should be credited and attributed to specific researchers.

Several additional concrete suggestions were made by the student editors. The following specific points were most relevant:

- Better documentation of facts is needed. One member of the group felt that a full citation should be given for facts; most of us thought that if a fact was not commonly known, you should say what kind of studies yielded the information (e.g., a group of studies at Michigan University). We agreed that there was a problem with presentation if many sources were given. However, we did all agree that saying the research is from a credible source-the ERIC system- is simply not enough.

- Put down the facts and let them stand by themselves. Don't interpret them in a way that could be viewed as condescending.

- Some examples are too narrow and limited. For example, in the women backgrounder #1, last paragraph, examples are all white-collar, medicine or law occupations. What about other occupations: welders and policewomen? Its understood that you are using research prepared by other people, and that this information may be narrow in scope. But, we feel that it is important that students get information that is not misleading.

- The papers could be more supportive. Almost all of the facts are negative. Are there any positive trends that could be included?

On the basis of these responses, the drafts were written for submission to the NIE on April 30, 1979. The following persons participated in this step.

- Mr. Edwin Rios of the Advisory Committee and Dr. Wallace Breitman, Mr. Rios' colleague and consultant, drafted the student newspaper inserts dealing with bilingual students.

- Mr. Curt Armstrong and Mr. Craig Trygstad of the Advisory Committee drafted the student newspaper inserts dealing with handicapped students.

- Mr. Craig Trygstad of the Advisory Committee (and the Student Press Service/Youth Communications) and Ms. Andrea Rivera-Cano of the Youth Commission in Los Angeles drafted the student newspaper inserts dealing with women and minorities. Both Mr. Trygstad and Ms. Rivera-Cano have considerable experience in writing for and serving as advisors to student newspapers.

- Dr. Edgar Dale assessed the drafts and made some initial suggestions prior to his more detailed readability analysis. On the basis of these reactions, the project staff again edited all the items prior to submission to the NIE on April 30, 1979.

In summary, the items were written, reviewed, and re-drafted a number of times throughout the content development phase of the project. Development and review went together. The project staff and the external consultants joined together, as well, in both the writing and the interpretation. Writing and interpretation, in essence, became a continuous process.

- Reviews by the NIE, PRE evaluation reviewers, advisory committee and readability consultant. (Step 9): The following persons served as reviewers:

External (PRE evaluation)---

Dr. Bernice Sandler	Director of the Project on the Status of Women; Association of American Colleges
Dr. George Kaplan	Coordinator of the Washington Policy Seminar; Institute of Educational Leadership
Dr. Don Davies	President of the Institute for Responsive Education; Boston University

Internal from the National Center (PRE evaluation)---

Dr. Ellen Bowers	on women
Ms. Carol Minugh	on minorities
Dr. Dessie Page	on handicapped
Dr. Maria Ibba	on bilingual

In addition, members of the committee whose names are cited above also reviewed the drafts submitted on April 30. As noted, Dr. Edgar Dale, Professor Emeritus at The Ohio State University, conducted the readability analysis.

On the basis of the reviews of the materials, the final drafts were developed. The results of this review process is presented below.

(1) The essence of the NIE review was twofold. It was recommended that (1) the revised items should reflect some of the important literature in the area of experiential education and (2) the writing itself be made more exciting.

In terms of the first point, it was suggested that we utilize some of the resource materials on experienced education being developed at the National Center in Dr. Richard Miguel's project. The following three documents from Dr. Miguel's project was found to be extremely valuable:

Experiential Education Policy Guidelines, Developed by the Experiential Education Advisory Pannel, 1979.

The Current Status of Assessing Experiential Education Programs, Michael R. Crowe and Kay A. Adams, 1979.

Perspectives on Investigating The Consequences of Experiential Education, Michael R. Crowe, Carol A. Beckman, and Jerry P. Walker, 1979.

Each of these documents are publications of the National Center for Research in Vocational Education.

After these items were reviewed, it was determined that the key data in them for student audiences would be most appropriate if it were incorporated into the items for minorities, particularly E-3. However, we were very careful to note that such "school-to-work programs hold much promise for the future---not only for minority groups but for all students" and, again, that while several of these programs, in the past, have "focused on minority students, many of them have much to offer anyone from the 8th or 9th grades---and up. . . ."

Similarly, it was determined that the key data for teacher and counselor audiences also would be most appropriate if it were incorporated into the items relating to minorities. This was done on all three sections of Series TE. Here too, however, it was noted that some of the programs were very relevant to all students and, particularly, to bilingual students. In the case of the materials for administrators, items on experiential education were worked into each of the four brochures. Lastly, experiential education also was incorporated into the newsrelease on minorities.

Particularly useful, in this regard, were the various "Revised Copies/Edited" submitted by Dr. Edgar Dale, the readability consultant. It was on the basis of Dr. Dale's materials that the final drafts were developed.

(2) The essence of the external PRE evaluation reviews was as follows:

(1) Scholarship---On the whole the work scored well in this regard. One reviewer indicated that perhaps we were too impartial and too impersonal. Another commented that although much of the material was intentionally journalistic, it was accurate and used the information well. A number of concrete suggestions were made which were incorporated into the final draft.

(2) Usefulness---The reviewers felt that the material was "informational", rather than "operational" or "curricular". Several suggestions were made for expanding ideas, for example, in the administrative brochures which some reviewers felt were too general. The overall view was that this was a good, useful effort.

(3) Equity---There were few problems here. In fact, one reviewer wrote that the pieces were "absolutely impeccable" on this criteria.

(4) Communicability---Additional editing was suggested. (Here Dr. Dale's service proved to be most valuable.) Generally it was felt that there was little jargon. On the other hand, the need for more interesting language was noted. This point was consistent with the NIE reviewer who also felt the language needed to be made more exciting.

(5) Marketability/Appeal---Basically it was felt that the drafts needed a little "touching up." One reviewer, in a very positive response, noted that the material had no counterparts and, therefore, indicated that this effort deserved encouragement.

(6) Sensitivity---The response was positive with the exception of one or two places where we had joined women and minorities together and where we attributed the same problems and characteristics to both. (We attended to this criticism in the final draft.)

In summary, the main points of the three major reviewers were as follows:

(1) Dr. Sandler felt that the writing needed to be made more lively. She inserted a number of extremely useful marginal comments in this regard.

(2) Dr. Kaplan felt that (a) the items were a generally good factual base, (b) much of the writing was sound, (c) the over-all collection had been well conceived, and (d) the idea was strong and deserved support. He also made a number of very useful marginal comments and some very concrete suggestions about sharpening the items for teachers.

(3) Dr. Davies felt that (a) the writing was clear and non-technical, (b) the material contained useful research information summarized in an understandable way, (c) the tone was straight-forward and non-polemical,

> (d) practical advice and applications were offered, and (e) the audience was not patronized or preached to. He also indicated that "these are the best materials of this type that I have seen." His suggestion that more personal and anecdotal material be incorporated into the student items was very useful. Although we were restricted by the raw materials in the various review and syntheses papers, we will stress to the student editors that the inserts should, indeed, be re-written with local materials and supplemented as much as possible with the type of anecdotal materials suggested by Dr. Davies.

In short, some reviewers felt the writing needed more passion, while others felt that the strength of the writing was in its straightforward and non-polemical nature. Undoubtedly the incorporation of local materials, personal and anecdotal, will broaden its appeal. We have attempted to provide accurate research information in language which non-researchers can understand and ultimately use.

The internal reviews were basically similiar to the external reviews. Many excellent suggestions were made by internal reviewers which were utilized in the final draft.

(3) The essence of the Advisory Committee review was, for the most part, quite positive. They had, of course, the opportunity to review earlier drafts. The overall response to the draft item submitted on April 30th was that it was (a) clearly an improvement over the initial drafts, (b) much more interesting to read, and (c) generally well done. One member noted that the materials achieved what they had intended.

The most comprehensive response was from the reviewer of the material on women. Her response was mixed. However, she gave a number of concrete suggestions for improving the items. In each instance, her advice was adhered to. In one case, in fact, we deleted one of the original news briefs on women because it was obvious that no concensus was possible on the interpretation of one highly controversial piece of research information. Her review aided us greatly in considering ways in which a somewhat negative tone in the earlier drafts was to be handled.

(4) The essence of the readability review was that much of the material was well written but that it was at a higher level than originally anticipated. Dr. Dale's review was extremely valuable, for he included an "Edited (Working) Copy" of the student materials which formed the basis of the final draft. Because the analysis by Dr. Dale was so comprehensive -- and so useful -- we are including it in its entirety. (See Appendix C.)

Preparation of the dissemination plan (4.0). The initial step for the project staff was to confer with dissemination consultants at the National Center for Research in Vocational Education. The major internal advisors again were Dr. Joel Magisos and Dr. Marla Peterson. As a result of these initial discussions, a draft plan was formulated for consideration of the Advisory Committee.

The major point which was generated as a result of the meeting with the Advisory Committee was simply this: the realization that access to the student newspaper network (Student Press Service) was critical to the success of the project. Dissemination of all of the other products closely related to dissemination of the student newspaper inserts.

A great deal of additional valuable input was obtained as a result of subsequent conferences (both by telephone and in person) between the project director and the director of the Student Press Service. The mailing list of the student newspapers which subscribe to this press service was acquired. As a result, 250 student newspapers will be part of the dissemination approach in phase 2.

In summary, Phase 2 of the project deals with the dissemination of materials to the various target audiences. The following denotes the various audiences and the corresponding products:

ENGLISH-SPEAKING STUDENTS - 12 student newspaper inserts
BILINGUAL SPANISH-SPEAKING STUDENTS - 12 student newspaper inserts - translations of above

TEACHERS AND COUNSELORS OF STUDENTS	- 12 teacher background items
GENERAL PUBLIC, PARENTS	- 8 newsreleases - 4 in each language
POLICYMAKERS, ADMINISTRATORS	- 4 brochures - one in each equity area
ALSO:	
TEACHERS, COUNSELORS, ADMINISTRATORS	- 4 ERIC Clips and 3 items in ERIC newsletter
SCHOOL PERSONNEL MAKING INQUIRIES AT REGIONAL EXCHANGES (RDx)	- 1 RRS mini-list
	(56 total)

Preparation of the validation plan (5.0). The initial step for the project staff was to confer with an evaluation consultant at The National Center for Research in Vocational Education. The major internal advisor was Dr. N. L. McCaslin, Associate Director of the National Center (Division of Evaluation). As a result of these initial discussions, a draft plan was formulated for consideration of the Advisory Committee.

The major point which was generated as a result of the meeting with the Advisory Committee was this: the recommendation that the focus of the validation be concentrated on the use (extent of) rather than the concept of "utilization" by the readers.

As with the dissemination plan, a great deal of valuable insight was gained as a result of subsequent communication (primarily by telephone) with Dr. John Crites, a member of the Advisory Committee.

After consideration of various options (for example, costly case studies), it was agreed that the best and most cost effective approach would be to recommend the use of the evaluation procedures established by the National Center for Research in Vocational Education. The National Center has developed a set of guidelines and procedures for conducting a systematic and effective peer review. It is called the Product Review Exchange (PRE). There are several aspects which characterize the PRE Preview, particularly the use of the criteria listed on the Product Review Form and reported in an earlier section on PRE evaluation.

The project staff has used these guidelines in the final formative review of the various products. Because the criteria includes a number of specific items on the accuracy, relevance, and usefulness of the content, we recommend that the NIE Validation Plan incorporate criteria similar to that used by the project staff. The validation plan submitted to the NIE also included several specific recommended procedures, the names of twelve potential reviewers, and a cost estimate.

Summary. We have outlined the basic technical procedures used in Phase One, the content development phase of this project. The major tasks for this phase were: the development of the outline, format, and sample portions; the preparation and the review of the products (a joint activity); and the preparation of dissemination and validation plans. As a result we have learned much about the entire Knowledge Transformation process, as it relates to both its underlying theory and its concrete development.

Undoubtedly the most complex and technical problems encountered were those dealing with writing for non-research audiences. Being clear and concise without sounding condescending was a problem. We profitted greatly by the input by all of the reviewers and, particularly, by the readability consultant whose suggestions for writing for non-research audiences undoubtedly will be used in future Knowledge Transformation projects of the National Center.

APPENDICES

APPENDIX A

SUPPLEMENTARY RESOURCES

ON WOMEN:

BIRK, Janice M. *Providing Life/Career Planning for Women and Girls*. Palo Alto California: American Institutes for Research in the Behavioral Sciences 1976. (ED 140 205)

ON MINORITIES:

ANDERSON, Laura. *Manpower and the Minority Student*. Atlanta, Georgia: Southern Regional Education Board, 1976. (ED 149 670)

CHRISTENSEN, Bruce A. *A Comparison of the Processes of Earning Achievement of Black and White Married Females*. St. Louis, Missouri: Midwestern Sociological Society, 1976. (ED 143 890)

GARFINKEL, Irwin et al. *Labor Market Discrimination and Black-White Differences in Economic Status*. Madison, Wisconsin: Wisconsin University, 1977. (ED 146 242)

GLOVER, Robert W. and GREENFIELD, Paula S. *The Minority Women Employment Program: A National Demonstration Project to Facilitate Entry of Minority Women into Managerial, Professional, and Technical Occupations*. Austin, Texas: Center for the Study of Human Resources, University of Texas, 1976. (ED 138 737)

HAMILTON, Phyllis D. *Vocational Education Research and Development for Ethnic Minority Students*. Washington, D.C.: National Academy of Sciences and National Research Council, 1975. (ED 130 160)

JACKSON, Jacquelyne J. *Career Options for Black Women*. Durham, N.C.: Duke University, 1976. (ED 138 812)

JACKSON, Roberta H. *Career Education and Minorities*. Washington, D.C.: The Office of Career Education, U.S. Office of Education, 1977. (ED 149 126)

McMILLAN, Kathleen A. *Minority and Women in Private Industry 1975: An Analysis of EEO-1 Employment. Research Report No. 54*. Washington, D.C.: Equal Employment Opportunity Commission, 1977. (ED 145 182)

MORSE, Dean. *Pride Against Prejudice: Work in the Lives of Older Black and Young Puerto Rican Workers*. New York, N.Y.: Columbia University, 1976. (ED 137 619)

ROBINSON, Dolores M. "Serving Youth with Special Needs" in Youth Unemployment: Solving the Problem. Washington, D.C.: American Vocational Association, 1978. (CE 019 066)

WEAVER, Charles N. et al. What Black and Mexican-American Male College Students Want from their Future Jobs. Dallas, Texas: Southwestern Sociological Convention, 1977. (ED 143 477)

WEINBERG, Meyer. Minority Students: A Research Appraisal. Washington, D.C.: National Institute of Education, 1977. (ED 137 483)

ON HANDICAPPED:

ABBAS, Elizabeth K. and SITLINGTON, Patricia L. Issues in the Preparation of Personnel for the Vocational Programming of Special Needs Students. Springfield, Illinois: Illinois State Office of Education, 1976. (ED 118 828)

BAILEY, Larry. A Teacher's Handbook on Career Development for Children with Special Needs: Grades K-6. Springfield, Illinois: Illinois State Office of Education, 1976. (ED 128 993)

COOK, Paul F. and KAPLAN, Carol B. Vocational Training and Placement of the Severely Handicapped. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, 1977. (ED 148 079)

Pathways to Employment. Washington, D.C.: President's Committee on Employment of the Handicapped, 1976. (ED 145 651)

Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, 1976. (ED 144 338)

WEISGERBER, Robert A. and SMITH, Claudette A. Improving Vocational Education Services for Handicapped Students. Palo Alto, California: American Institutes for Research in Behavioral Sciences, 1977. (ED 142 774)

ON BILINGUAL STUDENTS:

ARNOW, Beth. Bilingual/ESL Programs for Migrant Children. Las Cruces, New Mexico: The ERIC Clearinghouse in Rural Education and Small Schools, 1977. (ED 134 351)

DUPREE, Calvin. An Indian View of Voc-Tech Education. Oglala, South Dakota: American Indian Resource Associates, 1974. (ED 113 077)

GONZALEZ, Jose and VAZQUEZ, Anibal. The Need for Bilingual-Vocational Education in America. Atlanta, Georgia: Southern Region Vocational Education Leadership Development Conference, 1976. (ED 130 100)

GUERRA, Roberto S. Work Experience and Career Education Programs for Migrant Children. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools, 1976. (ED 118 289)

MATEO, Maria Luisa et al. *Multivariate Analysis of Bilingual Vocational Education*. Wilmington, California: Los Angeles Harbor College, 1977. (ED 148 426)

MIRANDA, L. and Associates. *Concerns of Minority Women with Respect to Vocational Education*. Washington, D.C.: L. Miranda and Associates, Inc., 1977. (UD 018 783)

Oklahoma Indian Education Needs Assessment. Volume I: Summary, Conclusions, and Recommendations. Stillwater, Oklahoma: College of Education, Oklahoma State University, 1976. (ED 122 998)

Public Hearings on Native American Vocational Education. Washington, D.C.: National Advisory Council on Vocational Education, 1977. (ED 148 542)

SALAZAR, Arturo and CHRISTIANSEN, James E. *The Need for Bilingual Vocational Educational Programs in Secondary Schools in Texas*. College Station, Texas: College of Education, Texas A and M University, 1976. (ED 137 518)

APPENDIX B

CONTENT OUTLINE

I. Women

   A. Basic research findings

      1. Abilities and aptitudes
      2. Attitudes and stereotypes - negative
      3. Attitudes and stereotypes - positive
      4. Employment outlook
      5. Employment statistics
      6. Enrollment data
      7. Legislation
      8. Salaries and wage differentials
      9. Sex stereotyping in the schools

   B. Problems and suggested solutions

      1. Problems
         a. Attitudes, aspirations, and interest
         b. Discrimination
         c. Lack of skills
         d. Materials
         e. Training
      2. Suggested solutions: changes needed
         a. Attitudes
         b. Job classification
         c. Testing policies and procedures
         d. Work requirements

   C. Specific educational and guidance techniques and procedures

      1. Career development
      2. Counseling techniques
      3. Self-concepts
      4. Skill development
      5. Training

II. Minorities

   A. Basic research findings

      1. Abilities and aptitudes
      2. Attitudes and stereotypes - positive
      3. Census data
      4. Educational attainment
      5. Employment outlook
      6. Employment statistics
      7. Enrollment data
      8. Salaries and wage differentials

B. Problems and suggested solutions

1. Problems
    a. Attitudes and aspirations
    b. Discrimination
    c. Training
2. Suggested solutions: changes needed
    a. Attitudes and self-concepts
    b. Testing policies

C. Specific educational and guidance techniques and procedures

1. Attitudes and self-concepts
2. Guidance and placement
3. Skill development
4. Training personnel

III. Handicapped

A. Basic research findings

1. Abilities, aptitudes, and adjustment
2. Attitudes and stereotypes - negative
3. Employment patterns
4. Enrollment data
5. Salaries and wage patterns

B. Problems and suggested solutions

1. Problems
    a. Attitudes
    b. Discrimination and related barriers
    c. Family and parental influence
    d. Lack of knowledge of career development
    e. Lack of skills
    f. Materials and resources
    g. Training problems
2. Suggested solutions: recommendations directed to several groups-
    a. State education agencies
    b. Local education agencies
    c. Colleges and universities

C. Specific educational and guidance techniques and procedures

1. Additional personnel needs
2. Additional research needs
3. Career development
4. Counseling techniques
5. Curriculum and competencies
6. Individualized educational plans
7. Least restrictive alternative
8. Mainstreaming
9. Materials and instruction

10. Skill development
11. Teaching techniques
12. Training personnel

IV. Bilingual

A. Basic research findings

1. Attitudes and stereotypes - positive
2. Census data
3. Employment statistics
4. Enrollment
5. Legislation

B. Problems

1. Problems
    a. Discrimination
    b. Lack of skills
    c. Training problems
2. Suggested solutions regarding attitudes and aspirations

C. Specific educational and guidance techniques

1. Career development
2. Counseling techniques
3. Self-concepts
4. Skill development/language
5. Training personnel

APPENDIX C

READABILITY ANALYSIS

The content is interesting and informative. It deals directly with the special needs of the people comprising these groups. It points to the various problems and suggests ways to solve them. It highlights the importance of being sensitively aware of the difficult minority groups face in our society.

Much of the material is well written but at a higher level than it should be. There are some examples of simple, clear, expository prose. For example, the selection on Women is well done. The lead paragraph in Minorities is likely to attract the reader. The models in Bilingual Students are clear and easy to understand. The listing of the necessary attributes for an effective bilingual program is a good idea (Backgrounder/Overview, p. 3). A good bit of the writing in this section is well done. You have included much excellent material on the problems of handicapped students. The itemization of Job Success Skills is excellent. This approach helps to assure easy reading. Throughout the section on the handicapped you effectively use the technique of listing key concepts. This provides adequate "white space." It lets the material breathe. Long, dense paragraphs and passages should be avoided. They tend to tire even the best readers. In general, you have kept the paragraphs brief and unified. As we noted earlier, the material on Women is generally excellent (except for a few statements mentioned in our edited copy). The writing is simple and clear, and the statistical data are readily understandable. The writing gets to the heart of the matter. It discusses new attitudes about women's roles. It points up the skills women have and their expanding interest in new jobs traditionally filled by men.

The overall level of the writing in these articles is high. For example, we include a Dale-Chall Readability Analysis of the material. Sample analyses of various passages (included with this report) indicate the following:

Articles	Average Grade Level
Bilingual Students	10.2
Minorities	10.0
Handicapped	10.2
Women	7.6

Overall average grade level of material: 9.5

The readability formula suggests that the draft material (as it exists) is not suitable for people reading below the 8th or 9th grade levels. But keep in mind that the formula is only a means of judging the difficulty of written material. It suggests that the material can be simplified.

The material can be made simpler by substituting easier words for harder words, concrete words for abstract words. Syntax, or word order, is important in simplification. Complex sentences with subordinate clauses can be changed to simple, direct statements. Long sentences can be shortened. The reading can be made easier in a variety of ways. For example, difficult (but important) words can be included in the text if they are defined. The simplest way is by parenthetical definition. You did this well in Minorities (p. 2): "The median (middle) income of black men . . ." We think you should use this clarifying technique more often. (We have suggested it in various passages of the Edited (Working) Copy included with this report.)

In the Revised Copy (a retyped manuscript of our Edited (Working) Copy, we have rewritten to some extent several sentences that were unnecessarily vague and ambiguous. We tried to simplify ideas originally expressed in indirect, periphrastic language. For example, in Minorities (News Briefs) the text reads: "Minority women continue to be subject to discrimination . . ." We suggest: "Minority women are still discriminated against . . ." In Minorities (Focus on the Future) the text reads: "As far as racial discrimination is concerned, barriers are being broken down, to some extent, thanks to federal laws against discrimination in hiring." (This is too wordy.) We suggest you recast the sentence and shorten it: "Thanks to federal laws against discrimination in hiring, some racial barriers are being broken down." Instead of writing "Schools are striving toward improving the teaching of basic skills, " say "Schools are trying to improve the teaching of basic skills." This is just a sample of some of the simplifications we have suggested. Additional details and suggestions for improvement are noted in our Edited Copy. Marginal notes may also be helpful.

In our readability work for the World Book Encyclopedia we have listed their editors' wide use of a variety of context clues. The combination of simple sentences, clarified by rich contextual phrases makes this encyclopedia highly readable. (We enclose a sample page with 9 examples of the use of Context Clues which your editors may find useful.)

We also include 4 lists of words selected from your four articles. Each word has a grade score indicating its difficulty level. For example, (under Minorities) you will note that the word median (which you wisely defined in parentheses) has a score of 10-79%. This means that only 79% of 10th graders tested knew median. (The data was taken from our book, The Living Word Vocabulary: A National Vocabulary Inventory. This book contains familiarity scores on 44,000 words.) You will notice further that several words in the lists are fairly well known at the 6th grade level. For example, officials (6-76%), discouraging (6-84%), situation (6-72%). But also note that the list contains such words as oriented (13-68%), self-esteem (12-71%). The point we wish to make is that in preparing these articles choose the simplest synonym available. For example, we suggest the following changes in the text:

Illustrated . . . .showed

determine . . . .decide

provides . . .gives

maintenance . . . .care

vary . . . .differ

hence . . . .so

indicates . . . .shows

concluded . . . .found

solutions . . . .answers

varied . . . .different

awareness . . . .understanding

confront . . . .face

legislation . . . .laws

We realize that certain key terms must be retained, words the reader needs to learn. In this case, such terms should be defined directly or indirectly. For example, if you want to use the word concept, say concept (idea) the first time you use it. In the manuscript, you used parenthetical explanations occasionally but perhaps not frequently enough. For example, in Bilingual Students you clearly explained what (in this case) was meant by communicate: " . . .unable to communicate (read and write) well . . ."

We hope that the enclosed analyses and the proposed changes in the text will help you in your final revision of manuscripts. We think these suggestions will improve the overall readability of the material.

APPENDIX D

TIME-PHASED PLAN

TIME-PHASED PLAN

Schedule for deliverables

1.0 Develop outline, formats, samples
(see 1.1) - outline each product
(see 1.2) - determine format
(see 1.3) - draft sample portions

2.0 Prepare products

3.0 Review products
(see 3.3) - submit for NIE review; revise

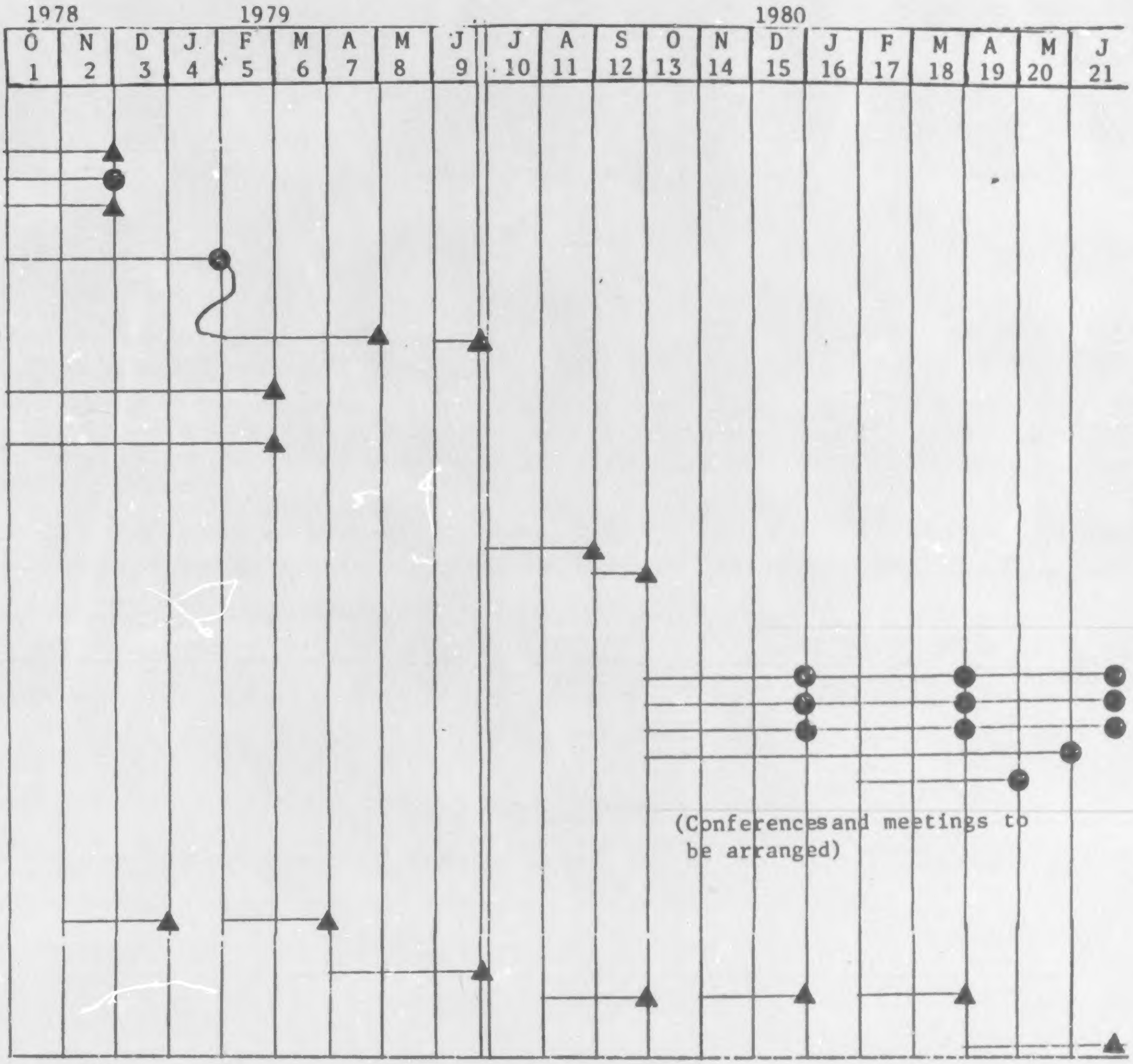
4.0 Prepare dissemination plan

5.0 Prepare validation plan

6.0 Prepare products for dissemination
(Phase 2)
(see 6.1.1) - submit draft copies
(see 6.1.3) - submit finished material

7.0 Conduct dissemination activities
(Phase 2)
(see 7.1.1) - student newspapers
(see 7.1.2) - teacher guides
(see 7.1.3) - newsreleases
(see 7.1.4) - brochures
7.2 - dissemination activities
through RRS and ERIC
7.3 - presentations on findings

8.0 Prepare project reports
(see 8.1) - two quarterly letter
reports (Phase 1)
(see 8.2) - technical report (Phase 1)
(see 8.3) - three quarterly letter
reports (Phase 2)
(see 8.4) - final technical report



▲ - NIE deliverable required in RFP
● - Additional National Center milestones

Appendix C through F

Appendix C

OSU

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614–486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

DEAR ADMINISTRATOR:

The National Center for Research in Vocational Education has a project funded by the National Institute of Education entitled the "Knowledge Interpretation Project." It is designed to take research findings relating to the world-of-work and interpret them in various forms for various audiences. The materials deal primarily with the occupational outlook for four groups: women, racial and ethnic minorities, bilingual students, and handicapped students.

Within the next few weeks, we will be sending you materials intended for the use of students, teachers and counselors, and administrators. (We also have a related item which we will be sending to a local newspaper in your area.) We believe that if the materials are to have any meaning, all groups should receive them in a coordinated way.

The packet will include the following items: student newspaper inserts (in both English and Spanish); teacher background items; administrator brochures; and, as related information, news releases for local newspapers (in both English and Spanish). We are sending these items to approximately 250 high schools, subscribers of the student newspaper inserts of the Student Press Service--and to an equal number of newspapers throughout the country.

We believe that you will find these materials interesting and useful. We hope you will assist us in coordinating the dissemination of these items by forwarding them to the appropriate persons: the advisor and editor of the students newspapers (who also will receive the student items) and the classroom teacher and/or counselor who are most directly involved with career education and career guidance.

Thank you very much, in advance, for your cooperation.

Dr. Robert D. Bhaerman
Project Director
Knowledge Interpretation Project

Appendix D

NAMES AND LOCATIONS OF SCHOOLS

State	High School	District
Alabama	Lee H.S.	Huntsville
Arizona	Chandler H.S.	Chandler
	Santa Cruz Valley H.S.	Eloy
	Camelback H.S.	Phoenix
	West H.S.	Phoenix
	Palo Verde H.S.	Tuscon
	Pueblo H.S.	Tuscon
	Rincon H.S.	Tuscon
	Sunnyside H.S.	Tuscon
Arkansas	Arkadelphia H.S.	Arkadelphia
	Brinkley H.S.	Brinkley
	Fordyce H.S.	Fordyce
	Lewisville	Lewisville
California	Alta Loma H.S.	Alta Loma
	Buena Park H.S.	Buena Park
	Homestead H.S.	Cupertino
	Eureka H.S.	Eureka
	Folsom H.S.	Folson
	Cabrillo Senior H.S.	Lompoc
	Modesto H.S.	Modesto
	Montebello H.S.	Montebello
	McClymonds H.S.	Oakland
	De Anza H.S.	Richmond
	Rio Americano H.S.	Sacramento
	El Camino Real H.S.	Woodland Hills
Colorado	Gateway H.S.	Aurora
	Glenwood Springs	Glenwood Springs
	Lakewood H.S.	Lakewood
	Salida H.S.	Salida
	Thornton H.S.	Thornton
Connecticut	Avon H.S.	Avon
	William Hall H.S.	West Hartford
District of Columbia	McKinley Tech. Senior H.S.	Washington, D.C.
Delaware	Middletown H.S.	Middletown
Florida	Auburndale H.S.	Auburndale
	Miami Palmetto H.S.	Miami
	Southwest Miami H.S.	Miami
	Miami Beach Senior H.S.	Miami Beach
	Colonial H.S.	Orlando
	South Plantation H.S.	Plantation
	St. Petersburg H.S.	St. Petersburg
	T.R. Robinson H.S.	Tampa
	Twin Lakes H.S.	West Palm Beach
	Winter Haven H.S.	Winter Haven
Georgia	Cass Comprehensive H.S.	Cartersville

Hawaii	Star of the Sea H.S.	Honolulu
Idaho	Twins Falls H.S.	Twin Falls
	Bonneville H.S.	Idaho Falls
Illinois	Arlington H.S.	Arlington Heights
	Lane Tech H.S.	Chicago
	Tilden H.S.	Chicago
	Clinton H.S.	Clinton
	Harold Richards H.S.	Oaklawn
	Oak Park-River Forest H.S.	Oak Park
	Westmont Senior H.S.	Westmont
	New Trier West H.S.	Wilmette
	South Shore H.S.	Chicago
	Palatine H.S.	Palatine
Indiana	Hanover Central H.S.	Cedar Lake
	Memorial H.S.	Evansville
	Gibson Southern H.S.	Fort Branch
	Henryville H.S.	Henryville
	East Noble H.S.	Kendallville
	Marion H.S.	Marion
	Marquette H.S.	Michigan City
	Twin Lakes H.S.	Monticello
	John Adams H.S.	South Bend
	West Noble H.S.	Ligonier
Iowa	Cedar Falls Community H.S.	Cedar Falls
	Thomas Jefferson H.S.	Council Bluffs
	Boone Valley Community H.S.	Renwick
	Valley H.S.	West Des Moines
Kansas	Emporia H.S.	Emporia
	Ft. Scott H.S.	Ft. Scott
	Iola Senior H.S.	Iola
	Lyons H.S.	Lyons
	McPherson H.S.	McPherson
	Sedan H.S.	Sedan
	Hayden H.S.	Topeka
	Wichita H.S.North	Wichita
Kentucky	Corbin H.S.	Corbin
	Frankfort H.S.	Franfort
	Cawood H.S.	Harlan
Louisiana	Church Point H.S.	Church Point
	West Jefferson H.S.	Harvey
	Lafayette H.S.	Lafayette
	Wossman H.S.	Monroe
Maryland	Pikesville Senior H.S.	Baltimore
	Sparrows Point H.S.	Baltimore
	High Point H.S.	Beltsville
	Brunswick H.S.	Brunswick
	Old Mill Senior H.S.	Glen Burnie
	Largo H.S.	Largo

	Charles W. Woodward H.S.	Rockville
	Severna Park Senior H.S.	Severna Park
	Suitland Senior H.S.	Suitland
Massachusetts	Agawam H.S.	Agawam
	Whittier Regional Voc.	Haverhill
	Malden H.S.	Malden
	Walpole H.S.	Walpole
	Quaboag Regional H.S.	Warren
	Wayland H.S.	Wayland
	West Springfield H.S.	West Springfield
	Weymouth North H.S.	Weymouth
Michigan	Harper Creek H.S.	Battle Creek
	Andover H.S.	Bloomfield Hills
	Kettering H.S.	Detroit
	Fenton H.S.	Fenton
	Everett H.S.	Lansing
	Harry Hill Community H.S.	Lansing
	Orchard View H.S.	Muskegon
	Pontiac Northern H.S.	Pontiac
	Waterford Township H.S.	Waterford
	Oakridge Senior H.S.	Muskegon
Minnesota	Anoka H.S.	Anoka
	Columbia Heights Senior H.S.	Columbia Heights
	Duluth East H.S.	Duluth
	Fairbault Senior H.S.	Fairbault
	E.J. Cooper H.S.	Minneapolis
	South H.S.	Minneapolis
	Irondale H.S.	New Brighton
	Armstrong H.S.	Plymouth
	Hill-Murray H.S.	St. Paul
	White Bear Lake Senior H.S.	White Bear Lake
Missouri	Parkway West H.S.	Ballwin
	Brentwood H.S.	Brentwood
	Caruthersville H.S.	Caruthersville
	William Chrisman H.S.	Independence
	Parkwood H.S.	Joplin
	Park Hill Senior H.S.	Kansas City
	Mountain Grove H.S.	Mountain Gove
	Horton Watkins H.S.	St. Louis
	Pattonville Senior H.S.	St. Louis
	Webster Groves H.S.	Webster Groves
Montana	Helena H.S.	Helena
Nebraska	Geneva H.S.	Geneva
	Neligh H.S.	Neligh
	Senior H.S.	Syracuse
Nevada	Basic H.S.	Henderson
New Jersey	Colonia Senior H.S.	Colonia
	Dwight Morrow H.S.	Englewood

	Rutherford H.S.	Rutherford
	Scotch Plains-Fanwood H.S.	Scotch Plains
New Mexico	Manzano H.S.	Albuquerque
	Gasden H.S.	Anthony
	Aztec H.S.	Aztec
	Grants H.S.	Grants
New York	W.C. Mepham H.S.	Bellmore
	Binghampton North H.S.	Binghampton
	James Madison	Brooklyn
	Hempstead H.S.	Hempstead
	Lindenhurst H.S.	Lindenhurst
	Manhasset H.S.	Manhasset
	Oceanside Senior H.S.	Oceanside
	Rye H.S.	Rye
	Roy C. Ketcham H.S.	Wappingers Falls
	Watervliet H.S.	Watervliet
North Carolina	Clinton H.S.	Clinton
	Enka H.S.	Enka
	Hunter Huss H.S.	Gastonia
North Dakota	Red River H.S.	Grand Forks
Ohio	Bowling Green H.S.	Bowling Green
	Canton South H.S.	Canton
	Colerain Senior H.S.	Cincinnati
	Western Hills H.S.	Cincinnati
	Collinwood H.S.	Cleveland
	Gahanna Lincoln H.S.	Gahanna
	Fairmont West H.S.	Kettering
	Valley Forge H.S.	Parma Heights
	Revere H.S.	Richfield
	Rogers H.S.	Toledo
	Boardman H.S.	Youngstown
	Zanesville H.S.	Zanesville
Oklahoma	Bristow H.S.	Bristow
	Del City H.S.	Del City
	Northeast H.S.	Oklahoma City
	Southeast H.S.	Oklahoma City
	Putnam City West H.S.	Oklahoma City
	Pryor H.S.	Pryor
	C.E. Donart H.S.	Stillwater
Oregon	South Albany H.S.	Albany
	Brookings-Harbor	Brookings
	Burns Union H.S.	Burns
	Lowell H.S.	Lowell
	Medford Senior H.S.	Medford
	Oregon City H.S.	Oregon City
	Benson Polytechnic H.S.	Portland
	West Linn H.S.	West Linn
	West Albany	Albany
	Marshall H.S.	Portland

Pennsylvania	Allen H.S.	Allentown
	Strong Vincent H.S.	Erie
	Greensburg Salem H.S.	Greensburg
	Mansfield Senior H.S.	Mansfield
	Steel Valley H.S.	Munhall
	Oliver H.S.	Pittsburgh
	Swissvale Area H.S.	Pittsburgh
	Slippery Rock H.S.	Slippery Rock
	Tamaqua Area H.S.	Tamaqua
	Upper Moreland H.S.	Willow Grove
South Carolina	Lancaster H.S.	Lancaster
	Socastee H.S.	Myrtle Beach
	J.L. Mann H.S.	Greenville
South Dakota	Mitchell H.S.	Mitchell
	Rapid City Stevens H.S.	Rapid City
Tennessee	Cheatham County H.S.	Asland City
Texas	Austin H.S.	Austin
	Bellaire Senior H.S.	Bellaire
	Roy Miller H.S.	Corpus Christi
	Cuero H.S.	Cuero
	Hillcrest H.S.	Dallas
	Lake Highlands H.S.	Dallas
	Ysleta H.S.	El Paso
	Ross Sterling H.S.	Houston
	Martin H.S.	Laredo
	Nacogdoches H.S.	Nacogdoches
	Texas Senior H.S.	Texarkana
	Hirschi H.S.	Wichita Falls
Virginia	Patrick Henry H.S.	Ashland
	Oscar Frommel Smith H.S.	Chesapeake
	George C. Marshall H.S.	Falls Church
	Floyd County H.S.	Floyd
	Phoebus H.S.	Hampton
	Herndon H.S.	Herndon
	Maggie Walker H.S.	Richmond
Washington	North Mason H.S.	Belfair
	Bellingham H.S.	Bellingham
	Bothell H.S.	Bothell
	Enumclaw H.S.	Enumclaw
	Ferndale H.S.	Ferndale
	Reardan H.S.	Reardan
	Mead Senior H.S.	Spokana
	Fort Vancouver H.S.	Vancouver
	Central Valley H.S.	Veradale
	West Valley H.S.	Yakima
West Virginia	Bridgeport H.S.	Bridgeport
	Logan H.S.	Logan
	Wellsburg H.S.	Wellsburg

Wisconsin	Beloit Memorial H.S.	Beloit
	Greenfield H.S.	Greenfield
	Bradford H.S.	Kenosha
	Kiel H.S.	Kiel
	Pulaski H.S.	Milwaukee
	Oakfield H.S.	Oakfield
	South H.S.	Sheboygan
	Sturgeon Bay H.S.	Sturgeon
	Waupun H.S.	Waupun
	W.A. Central H.S.	West Allis
Wyoming	Star Valley H.S.	Afton
	East H.S.	Cheyenne

Appendix E

FEEDBACK CARDS

To: Editors and Advisors of Student Newspapers

We would appreciate your response to the following questions regarding your use of the *student newspaper inserts*. Thank you very much for your cooperation. Please return this form by ____________________

1) How many inserts did you use? Please circle the specific items used.

	English Version	Spanish Version
Women	backgrounder news briefs focus on future	backgrounder news briefs focus on future
Minorities	backgrounder news briefs focus on future	backgrounder news briefs focus on future
Handicapped	backgrounder news briefs focus on future	backgrounder news briefs focus on future
Bilingual	backgrounder (a) backgrounder (b) focus on future	backgrounder (a) backgrounder (b) focus on future

2) Would your newspaper be willing to receive and use similar items on a regular basis? Yes ____ No ____

Respondent: ____________________ student editor (or) ____________________ newspaper advisor

Name: ____________________ ____________________

Address: ____________________ ____________________

____________________ ____________________

____________________ ____________________

To: Teachers and Counselors

We would appreciate your response to the following questions regarding your use of the *teacher backgrounder items*. Thank you very much for your cooperation. Please return this form by ____________________.

1) How many items did you use? Please circle the specific ones used.

Women	conclusions suggestions resources	**Handicapped**	conclusions suggestions resources
Minorities	conclusions suggestions resources	**Bilingual**	conclusions suggestions resources

2) Would you be willing to receive and use similar items on a regular basis? Yes ____ No ____

Respondent: ____________________ teacher (subject area) ____________________ counselor

Name: ____________________ ____________________

Address: ____________________ ____________________

____________________ ____________________

____________________ ____________________

To: High School Principals

We would appreciate your response to the following questions regarding your use of the *brochures.* Thank you very much for your cooperation. Please return this form by ____________________.

1) How many brochures did you read? Please check the specific ones used.

________ on Women
________ on Minorities
________ on Handicapped
________ on Bilingual

2) Would you be willing to receive and use similar items on a regular basis?

Yes ________ No ________

Respondent: Name: ____

Address: ____

____

____

To: Newspaper Editors

We would appreciate your response to the following questions regarding your use of the *newsreleases.* Thank you very much for your cooperation. Please return this form by ____________________.

1) How many newsreleases did you use? Please check the specific items used.

Items on Women	____________ (English)	____________ (Spanish)
Minorities	____________ (English)	____________ (Spanish)
Handicapped	____________ (English)	____________ (Spanish)
Bilingual	____________ (English)	____________ (Spanish)

2) Would your newspaper be willing to receive and use similar items on a regular basis? Yes ____ No ____

Respondent: Name: ____

Address: ____

____

____

Appendix F

Women at work: a long way to go

by Karen Humphrey

Though women have "come a long way baby" from the time of Susan B. Anthony and Amelia Bloomer to today's proposed Equal Rights Amendment, they still have a long way to go when it come to job opportunities, according to recent national studies.

Traditional jobs, like a typist or a nurse, are the most commonly held jobs by women in the United States today. These service occupations are also called "dead end jobs" because they have flat lifetime earning potential.

Nontraditional jobs, like an electrician or an automobile mechanic, are the most sought after jobs all over the world, but these jobs are mainly held by men because of the high salaries, according to the National Center for Research in Vocational Education.

Women lack career counseling

The two main reasons women go into traditional jobs, according to the Center, are one, the lack of career counseling and education, and two, the influence of family, parents, and friends.

"I didn't receive hardly any kind of counseling except for help in bookkeeping and secretarial work, which was just about the only kind of job a girl could get," Mrs. Sandra Brown, a 1968 graduate of Whitehall and former secretary said.

As a woman decides on her career, many people and things influence the type of job she picks. The opinions of parents have much to do with their child's career choice. If a girl's parents have raised her to have certain values about the place of women in society, she is likely to pick a job which has always attracted women.

In a report conducted by the National Center for Research in Vocational Education at The Ohio State University, it was revealed that college women who choose to go into "men's jobs" have often grown up in homes with money. They also have mothers who went to school longer, they get better grades, and they have more positive ideas about the roles of most women, according to the study.

"My parents influenced me, but I was lucky. My parents influenced me to do and be what I wanted," said Mary Norris, a 1976 graduate of Gahanna Lincoln, who is completing studies in computer science at The Ohio State University.

In the late 1960's and early 1970's a study conducted by the Center of Human Resources Research at The Ohio State University of 2,000 young women showed that 19 percent said they would choose nontraditional jobs, while 81 percent said they would choose traditional jobs.

Women should seek nontraditional jobs

According to the Department of Labor's Women's Bureau, women will work at least 25 years of their adult lives and therefore need to look for higher paying nontraditional jobs.

"Most of the financial responsibility of a family is taken by the man. The involvement of women in the nontraditional field will help men just as much as women. It will take a lot of financial responsibility off the men and give them more time for their families and themselves," Mary Ellen Verheyden, president of Verheyden Associates, a women-owned consulting firm, said in a September Student Press Service News Report article.

Women who go into "men's jobs" do so because they are interested, have the skills, and they generally pay better than the jobs traditionally held by women, according to the National Center for Research in Vocational Education.

Forty percent of the women working today are in such jobs as secretary, sales clerk, bookkeeper, maid, teacher, waitress, cashier, and dressmaker. Many women also go into factory jobs. For women who work in these jobs, their earnings per hour would be 60 cents for every dollar per hour paid to men working as welders, auto mechanics, and on similar jobs, the Center's study says.

"Many women enjoy the traditional jobs, like teaching and prepare a long time for it," Mr. Jerry Phillips, senior guidance counseler, said.

As more and more women enter the nontraditional fields, conditions will be easier for women in all fields once the "ice" is broken, says Verheyden.

Laws aid women in work force

Laws protecting women's rights make it possible for them to get paid what a man doing the same job gets paid. Important laws designed to protect the rights of women are the Civil Rights Act and the proposed Equal Rights Amendment (ERA).

Women, racial minorities, ethnic minorities, and people from low-income backgrounds confront a common dilemma when seeking employment—stereotyping. According to the center's study, employers think those groups of people cannot develop their potential as human beings.

In the future, if women are to move more into the nontraditional jobs, educational systems will have to eliminate sex stereotyping and expand career education. Otherwise, the long way that women have come may be overshadowed by our society's unwillingness to allow them to get any further.

Lion's Roar
Feb. 14, 1980
Lincoln High School
Gahanna, Ohio 43230

What Can You Do?

Teachers

Teachers...Consider this question with students:
"What must we do and what must we change to enable ourselves to see people as people, workers as workers, and skills as skills rather than to see these through the distorting prisms of society's differential expectations of each sex?"
—Norma Briggs, author of Women and the Skilled Trades

Students

- Insist on sex-fairness in recruiting, textbooks, discussions in class and school activities. (If you don't insist on your rights, who will?)
- Make sure your library or guidance office has copies of publications like these: Humanity as a Career: A Holistic Approach to Sex Equity, by Gary N.McLean and Jacquelyn S. Crawford.
Help Wanted: Sexism in Career Education Materials, a Study by Women on Words and Images
Dick and Jane as Victims: Sex Stereotyping in Children's Readers.
Channeling Children: Sex Stereotyping on Prime Time TV
Guidelines for Sex-Fair Vocational Education Materials
- Talk about these issues with your parents. Get them a copy of this pamplet: "An Equal Change: A Parent's Introduction to Sex Fairness in Vocational Education"
- Believe in yourself.

School Administrators

"Sex equity concerns encompass far more than problems of equal employment and equal pay. The schools have the responsibility of preparing young men and women to take their places in the world of work. Whether intentionally or unintentionally, schools perpetuate the myth that girls and boys and women and men should be treated differently. In light of the role schools play in promoting stereotypes, administrators have a twofold obligation. They are obligated to ensure equitable employment and pay within the school system and they are responsible for combating the stereotyping often deeply engrained in the fabric of the educational system itself."

—Knowledge Interpretation Project, The National Center for Research in Vocational Education, Ohio State University, 1979

WOMEN'S WORK
MEN'S WORK

This special supplement to The EYE has been prepared by the staff of Youth Communication/ Delaware Center with support from the Department of Public Instruction, State of Delaware.